

*Journal
of the
Child Welfare League
of America
Inc.*

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June 1961

Obstacles to Services for Children in
Their Own Homes

Independent Foster Home Place-
ment—A Child Welfare Concern

Adoptive Placement of American
Indian Children with Non-Indian
Families—Part II

The Industrial World: Reservoir of
Ability

The Child Welfare League's Day
Care Project: Research and Action

CHILD WELFARE

JOURNAL OF THE
CHILD WELFARE LEAGUE OF AMERICA, Inc.

Editorial Consultant: Isabel Johnson
Editorial Assistant: Judith Hilfer

CHILD WELFARE is a forum for discussion in print of child welfare problems and the programs and skills needed to solve them. Endorsement does not necessarily go with the printing of opinions expressed over a signature.

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Editorial and general office:
44 East 23rd St.
New York 10, N. Y.
Published monthly except July and August by the
Child Welfare League of America, Inc.
Annual Subscription, \$4.00
3-Year Subscription, \$10.00
Individual Copies, 45 cents
Student Rates—Annual Subscription, \$2.75
2-Year Student Subscription, \$5.00

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Library of Congress Catalog Card Number: 52-4649

VOL. XL

No. 5

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OBSTACLES TO OWN HOMES Zitha R. Turitz

Director, State Child Welfare League of America

In our country, we should "worry" about the care and the We believe that the responsibility for children and the nation to help or to assume are unable to have incorporated that "the best" the param

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* Given at 10, 1961.
1 Declaration of United Nations
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CHILD WELFARE

OBSTACLES TO SERVICES FOR CHILDREN IN THEIR OWN HOMES*

Zitha R. Turitz

Director, Standards Development
Child Welfare League
of America

In our country, we believe that a child should "whenever possible grow up in the care and the responsibility of his parents."¹ We believe that "parents have the primary responsibility for meeting the many needs of children and youth, and society an obligation to help them discharge this responsibility or to assume this responsibility when parents are unable to do so."² We believe, and we have incorporated in our laws the principle, that "the best interest of the child should be the paramount consideration."³

It would therefore be expected that, in the best interests of the child, high priority would be assigned to those services which support, supplement, or restore the ability of parents to care for their children. Yet despite our avowals about the obligation to conserve family life, to prevent family breakdown, and to maintain the child in his own home, there is a lag in development, support and organization of services to children in their own families.

The disparity between what we say we believe and what we do is perhaps most apparent in the Aid to Dependent Children program, enacted expressly "for the purpose of encouraging the care of dependent children in their own homes or in the homes of relatives."⁴ Not only has the program been subject to constant attack, but it has received woefully inadequate support of the provisions for financial assistance and services which were intended "to help maintain and strengthen family life and to help such parents or relatives to attain the maximum self-

Why have our convictions about the desirability of having children grow up in their own families not been more effectively translated into services for children?

support and personal independence consistent with the maintenance of continuing parental care and protection."⁵

Paradoxically, our most highly developed child welfare services are those provided at the point of complete family breakdown, where separation of the child from his family must take place, and where emotional crippling of the child has already occurred. The distinctive skills in child welfare are those developed in the *placement* of children; and the distinctive body of knowledge is that pertaining to *separation* of the child from his family.

Reasons for Lag

Although I do not mean to underestimate the realities of lack of money, staff and professional skills required in the administration of such services, it appears to me that there are two major hindrances to the development of services for children in their own homes: First, professional social workers are reluctant to assume the role of advocates of the child, or to acknowledge themselves as a special interest group. They thus have failed to provide leadership with a sense of mission and conviction about children's rights and their special needs. Second, we lack a generally accepted set of concepts about the *problem* for which specialized services to children in their own homes are needed, the *purpose* of such services and the *responsibility* which these services discharge. These concepts could be the compelling arguments for providing and supporting such services.

In my opinion, some of the habitual approaches in social work practice have contributed to confusion and inaction in the child welfare field. They have obstructed services to children in their own homes, and have also obstructed development of the specialized

⁵ *Ibid.*

* Given at the CWLA Midwest Regional Conference, April 10, 1961.

¹ Declaration of the Rights of the Child, adopted by the United Nations General Assembly on November 20, 1959.

² *Principles Suggested for Drafting of Legislation on Public Child Welfare and Youth Services*, U. S. Children's Bureau, Washington, D. C., 1957.

³ Declaration of the Rights of the Child.

⁴ Social Security Act, Title IV, Section 401, 1956 amendment.

skills needed to treat the problems these services are expected to ameliorate. As a result, child welfare has remained "low man on the totem pole" in respect to allocation of funds, recruitment of professionally skilled staff, and social work status, and even in respect to curriculum content in social work education.

The Advocacy Role

First let us consider the reluctance to assume the role of advocate of the child. Is it that children no longer need advocacy of their cause? Or have child welfare workers and children's agencies yielded too readily to the community power structure, and left decisions about community services to "a relatively small group of individuals whose power comes primarily from their success in the business or political sphere"?⁶ Have we perhaps underestimated the influence we might have on the patterning of welfare services by declaring ourselves a special interest group?

Our role is to remind the community persistently of its special responsibilities toward children because of the special needs of the child. We have said that

"Child welfare services have been developed as a solution for the problems affecting the rearing of children, when the child's needs cannot be met within the family or through other resources in the community. . . . For these children society assumes some responsibility for seeing to it that the child has the care he should receive in his family and community throughout his childhood."⁷

It is particularly important to define society's responsibility for the child in his own home, so that the exercise of this responsibility cannot be misinterpreted as interference with the rights and duties of parents.

Various reasons are given for commitment to the welfare of children: for the good of society, for the good of a democracy, for the child's own good, or that he may have a happy childhood. Perhaps the most cogent reason was presented at the 1960 White House Conference:

"The overriding reason for doing everything we can to help a child to make the most of whatever

potential he has is neither political, social, nor economic. I submit the fundamental reason is moral. . . . In classrooms, on playgrounds, in social agencies, in reform schools, wherever children are met and served, the most telling test that can be applied to every relationship and program is to ask whether each child is given the respect and acceptance due a human personality."⁸

The child, by virtue of his childhood, imposes an obligation on those who have a stake in what he is and in what he becomes.

Why, then, does it embarrass us to appear to be dedicated to the cause of children, or to speak up and demand that "the best interests of the child shall be the paramount consideration?" We have permitted attacks on the ADC program which have disregarded the best interests of the child. We have become embroiled in arguments as to whether mothers should work, while the best interests of children whose mothers are at work are often disregarded in the arrangements made for their care. We have debated whether the community has a right to intervene in family life or to offer help to parents where it has not been requested—until neglect and delinquency offer the visible evidence that the child's best interests have been ignored. We hesitate to declare that a parent's rights to his child do not necessarily include the right to give his child away, even when we know that the exercise of such a questionable right conflicts with the best interests of children.

Is our hesitancy to identify ourselves as "advocates of the child" due to professional training which makes us disavow sentimentality and "dedication"? Are we afraid to love the child more, lest we love mankind less? Have we accepted uncritically—or misinterpreted—the concept of family-centered services, and assumed that to be *for* the child means to be *against* the family? Are we doing a kind of penance for our neglect of parents?

Do we misapply the concept of the *generic* in social work and deny the need for specialized service in behalf of the child? In advocating the multiple-service agency, and the multi-problem approach, have we neglected differential diagnosis and differential

⁶ Ella W. Reed (ed.), *Social Welfare Administration*, Columbia University Press, 1961, pp. 42-44.

⁷ *Child Welfare As a Field of Social Work Practice*, prepared by the Child Welfare League of America and the U. S. Children's Bureau, CWLA, 1959, p. 6.

⁸ John H. Fischer, quoted in *Children*, January-February 1961.

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* Werner
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1959, p. 54

skills that keep us alert to the special needs and problems of the child?

Has our preoccupation with function and methodology made us lose sight of the nature of the problems with which we are concerned in social work? Are we more and more immersed in *what* we are doing and *how* we do it, without considering *why*? In the development of professional skills "to enhance social functioning,"⁹ what has happened to our roles in carrying out the social responsibility delegated to us as professional workers and as staff members of the social agency? Have we lost sight of our distinctive responsibility in social planning: to be concerned about what happens to children when their families and communities fail to care for them well, and to make known what must be done?

Conception of Child Welfare Services

Uncertainty about the role of child welfare workers in planning services for children in their own homes may stem also from lack of agreement on a set of clearly defined concepts about the nature of the *problems* for which child welfare services can appropriately provide help, and the *purpose* and *responsibility* of these services. Instead, it seems to me that we cling to a number of stereotypes which not only reflect but perpetuate confusion, and which inhibit us in presenting the case for children so cogently as to make subsequent action self-evident. I am referring, in particular, to the following terms and their connotations: services *in the home* and *out of the home*; *preventive* or *protective* services; *casework services*; *generic casework*; *family-centered* and *child-centered* services. Uncritical use of these terms can be likened to "the errors of definitions [which] multiply themselves as the reckoning proceeds, and lead men into absurdities, which at last they see but cannot avoid, without reckoning anew from the beginning." (Hobbes)

SERVICES IN THE HOME AND OUT OF THE HOME

The division of child welfare services into the two categories of services in the home and services out of the home gives recognition to

the fact that the responsibility of an agency for a child who is in his own home is different from its responsibility for a child who is receiving care away from his parents. It has, however, perpetuated the erroneous assumption that the child welfare agency should be responsible only for services to the child who is out of his home, and that giving services to the child in his own family, or even working with parents, is the responsibility of the family agency. It has also led to a fallacious conclusion that only those services providing placement outside the home are the *genuine* child welfare services.

Today when most children in placement bring families along with them, and the ultimate outcome is likely to be return to their own homes, working with families has to be an integral part of service to children—in or out of their homes.

When agencies limit their function to services out of the home, they deny to the child in his own family the benefits of the knowledge and skill developed in working with children who have similar problems, though in a more extreme form.

The *social problem* of deprivation of care, for which all child welfare services offer alternative solutions, occurs—whether the child remains in his own home or has to be cared for elsewhere—"when parents are unable or need help to carry their child-rearing responsibilities, or when the community fails to provide the resources and protection that children and families require."¹⁰ This problem has multiple causes, and results in varying degrees of deprivation of care. It therefore requires a variety of services which have a common *purpose*: to sustain and supplement parental care, as well as substitute for it.

All of these services are an expression of the *responsibility* society assumes for seeing to it that children have the care they need when for any reason their parents are unable to provide it, and for doing so whenever possible by assisting parents to fulfill their child-rearing responsibilities to the best of their ability.

⁹ Werner W. Boehm, *Objectives of the Social Work Curriculum of the Future*, Council on Social Work Education, 1959, p. 54.

¹⁰ *Child Welfare As a Field of Social Work Practice*, p. 6.

Communities have had relatively less conflict about their responsibility for the child whose parents cannot care for him at all, and where it has been necessary to take a position *in loco parentis*. Social responsibility for the child who remains in his own home is less clear. So long as a child is in his own home, it is presumed that his parents are carrying responsibility for him and that he is receiving the care he needs—until parents request help, or the child comes to the attention of the community and arouses community concern because of his behavior, because of “observable evidence” of neglect, or because of multiple problems of the family.

Perhaps the lag in community support for service for the neglected child, homemaker service, day care service, and services within the ADC program reflects our mixed feelings about relieving parents of their responsibilities, or of interfering with their rights and violating the privacy of the home.

PREVENTIVE AND PROTECTIVE SERVICES

The terms *preventive services* and *protective services*, used interchangeably to denote services to children in their own homes, tend to hinder identification of the problem constellations for which specific skills, resources, and social work methods must be used differentially, and for which a range of services must be rationally offered in the community.

By having to justify services to the child in his own home as preventive of delinquency, mental illness or family breakdown, we appear to deny the problems that already exist at the point where these services are needed. Do we feel that preventive services are more deserving of support than services to remedy problems affecting the care children receive, and thereby to assure that “children and youth are reared under conditions that are favorable to the development, use, and enjoyment of their individual capacities”?¹¹ Does not true prevention take place before such problems arise: presumably through the rearing and preparation for family life of those who become parents, through health services, housing, income maintenance pro-

grams, pre-marital counseling, family life education?

All child welfare services should *protect* the child's right to care from his own parents, and should *protect* him against neglect and conditions unfavorable to healthy development. Services in his own home may *prevent* a problem from becoming more severe or more damaging to child and family, and may avert the need for placement. But we need to be able to recognize early the problem that is present when children are deprived of adequate care, when their developmental needs are not being met, when there is impairment of the child-rearing role. We need to know when a child has a problem for which help should be available: Is it only when his parents request it? When it is recognized by others? When parents are judged incapable? We need to know which children, and how many. We must ask how services for the child can best be organized and offered to allow for early case finding, differential diagnosis of problems, and appropriate help.

CASEWORK SERVICE VS. SOCIAL SERVICE

A third source of confusion is the frequent misuse of the term *casework service* to mean a social service, and designation of a social agency as a *casework* agency. In fact, we have even gone so far as to use the term *caseworker* interchangeably with *social worker*. This misuse of words has contributed to the error of regarding casework as the service rather than as a method, and of mistaking the part for the whole. (This is not to deny the “intangible service” which casework alone may provide.)

To make matters worse, casework is frequently conceived of narrowly, as a method of helping individuals with emotional problems and difficulties in interpersonal relationships, primarily through interviews and the direct relationship between caseworker and client. We have assigned high status to casework skills in working directly with children and parents in relation to emotional and behavior problems. We have implied that less skill or no professional skills are needed in making resources accessible. In fact, we give secondary importance to the “indirect,” “tangible,” or “concrete” component parts

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¹¹ *Ibid.*, p. 6.

of services by designating them as "ancillary" or "adjunctive."

These concepts of casework, or of casework as a service, have led to an inadequate concept of the services to children which communities must provide. In providing social services to children in their own homes, it is particularly important that we define them not just as *casework with children* or *casework with families*. Rather, we should define them as a formalized way of helping children and parents with social problems which they cannot solve by themselves, having as integral parts the use of social work methods (including casework, group work and community organization), and the development and use of resources and relationships for meeting the child's need for parental care and protection.

Agencies easily fall into the error of regarding the provision of casework as their purpose, rather than the provision of a total social service with all of the component parts required for effective help with the problems which occasion community concern.

We need to pay more attention to the definition of the *total service* which the community has decided it should provide when it accepts responsibility for doing something about the problem of children who are not being well cared for—both when their parents recognize it and when they do not. We will be able to communicate better with those who support and plan for children in their own homes when we can agree on *what* these services are; *when* they are needed; *where* they should be; and *who* can most competently provide them.

GENERIC SOCIAL WORK

The use of the term *generic social work* is another example of loose use of terms which, I think, has had an effect on location and staffing of services to children in their own homes (and, in fact, on indiscriminate recommendations of mergers). There has been the fallacious assumption that the generic knowledge and skills of casework suffice in themselves to provide appropriate help with the full range and diversity of social problems which families and children have. There has

consequently been insufficient recognition of the *specific* aspects of practice developed in relation to different types of social problems.

The Curriculum Committee of the Council on Social Work Education recently attempted to differentiate between "the generic theory, concepts and principles (as taught in social work education) and their application in specific practice." The committee states that "the practice itself is always specific to the field of practice and the purpose of the agency within which practice takes place. . . . It does not seem to the Committee appropriate, therefore, to speak of 'generic social work.'" ¹²

Professional skills in casework diagnosis, in treatment of personality problems, in use of community resources, may be common to all direct services to individuals and families. But the specific knowledge and skills required in offering services for the neglected child, in helping a parent to use a day care service, or in selection and development of a homemaker or a day care mother raise serious question about undifferentiated services. This need not mean that multiple services should not be offered in the same agency or by the same social worker. It does mean that the specific service must be identifiable and offered as a total service. It means also that the specific service must be given in a setting that can assume and carry out the responsibility inherent in the service, and by workers who have the specialized skills needed to help families and children with a given problem.

FAMILY-CENTERED VS. CHILD-CENTERED SERVICES

Finally, let us consider how connotations of another set of terms tend to place concern for the family in opposition to concern for the child. The contention is often made that children's agencies or services are child-centered, and therefore ignore the family in treating the child. On the other hand, family-centered casework, in carrying out its purpose of "helping the family members attain the best personal and social satisfactions of which they are capable," and "improvement of the social

¹² Grace White, "Generic Education for Social Work: the Implications for Fields of Practice," *CHILD WELFARE*, November 1960.

functioning of the family unit,"¹³ cannot undertake to assure that the best interests of the child are paramount. In fact, there is often a dilemma in family-centered services when the needs of an individual member should take precedence over the interest of the family group as a whole.

It is presumed that when family life is strengthened, benefits accrue to all members of the family. However, in a child-centered service, we must be *especially* concerned with what is happening to the child, and how this is affecting him. For example, provision of homemaker service to make it possible for a psychotic mother to remain in the home may be important in the treatment of her mental illness and in preservation of the family group, but is not necessarily the best plan for a young child. A day care service relieving an overburdened mother, or the mother who must go to work to supplement family income, may not necessarily be beneficial for a child who is not ready for separation from his mother or for a group experience. For an unmarried mother, keeping her child may for a time help her attain personal satisfaction, but may postpone adoptive planning that is best for the child.

To consider child-centered those services which fail to understand and treat the child as a member of a family, which ignore family dynamics, or which deny the importance to the child of his family, and to consider family-centered those which do the opposite, creates a false dichotomy of services. From this follows the unwarranted deduction that only family agencies are concerned about the child *and* his family; or that only children's agencies are concerned about the child. Actually, are we not describing the difference between poor practice and good practice? A truly child-centered service, in the interest of the child and with primary concern for his problems, cannot exclude consideration of his family, whether he is in or out of the home. Further development of services to the child in his own family will come about only when we are ready to carry out our responsibility for the best interest of the child by:

"—offering assistance to parents that will enable them to carry, resume or relinquish parental responsibility

"—giving direct help to the child *and* his parents through casework and other treatment services

"—making available various forms of supplementary or substitute care to compensate for inadequacies of the family in respect to its child-rearing function

"—providing necessary protection for the child and of the child-parent relationship

"—developing community and state programs, legislation, policies, and services in the interest of children and families."¹⁴

In planning services to the child in his family, we are faced with questions about the specific and overlapping responsibilities of family and children's agencies. Is it valid to distinguish them in terms of orientation to the family or to the child? Must not any service to an individual be concerned with him as a member of a family? To resolve these questions we need to review the accumulated knowledge and experience in family service and child welfare practice, the specialized skills and resources which each has developed, and the problems of individuals and families to which each can competently offer help. Then we can move on to questions about grouping of services, and about the characteristics of the setting for child and family services.

Conclusion

To plan effectively for services to help children remain in their own homes, it is necessary first to have strong convictions about what children need and should have, what families should be expected to provide for them, and what the community should do to support and supplement family life, particularly in respect to its child-rearing function. Those who represent community concern for children must uphold a social standard of what is good and right for children. We cannot, however, substitute platitudes about strengthening family life, preventing delinquency, or promoting mental health, for action. It is not enough to utter pious sentiments about our obligation to maintain children in their own homes, if these serve only

(continued on p. 27)

¹³ Frances H. Scherz, "What Is Family-Centered Casework?" *Social Casework*, October 1953.

¹⁴ *Child Welfare As a Field of Social Work Practice*.

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INDEPENDENT FOSTER HOME PLACEMENT—A CHILD WELFARE CONCERN

Lois Ryder Lichty

Supervisor
Summit County Child Welfare Board
Akron, Ohio

Leon H. Richman

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Jewish Children's Bureau—Bellefaire
Cleveland, Ohio

An exploration of the extent of community responsibility for children in independent foster home placement.

SOCIETY's increased concern with the welfare of children and the greater understanding of the significance of the separation experience in placement has prompted the development of a critical attitude towards independent placements. The very limited literature on the subject suggests conflicting concepts of, and approaches to, independent placements. The inherent and complicated problems are emphasized by some as evidence of the futility of attempting to incorporate independent foster home placement into the scheme of child welfare.¹ Another viewpoint maintains that as long as parental rights to plan for their children are a part of a democratic society, independent placement will continue to exist.

In either case, society and child welfare must reckon with the legal and social problems that have been identified. Out of a more organized, systematic and positive approach to independent placement can come methods of offering greater protection to children and of providing service that will benefit many parents and foster parents who are now unserved. Independent foster homes, if properly used, may become a valuable resource.²

To review these and other issues, the Director of the Ohio Department of Welfare invited thirty-six representatives from nine states to participate in a two-day workshop.³ The initiative for the workshop came from the staff of the Summit County Child Welfare Board, who were convinced by experience with an independent placement program that it must be viewed as an integral part of a child welfare service. Earlier, the agency had invited a small group from agencies in Ohio and Michigan to examine the problems of the thousands of children living in independent homes throughout the country where little or no service is being offered, and to determine the implications of this gap in service. This group eventually assumed responsibility for the planning of the workshop.

Definition of Independent Foster Home Placement

Although many definitions were suggested, no final definition was agreed upon by the workshop group. However, an independent boarding home has traditionally been considered one in which children are accepted to board directly from their own parents, independent of any agency. All arrangements are made between foster parents and parents. While the licensing agency may serve either one or all of the parties involved—the foster parents, natural parents and the child—it may be that the only service offered is the providing of the home to the natural parents.

Differences between agency and independent foster homes are listed on page 8.

Independent foster homes fall into the following categories: (1) unlicensed homes

¹ Glenna Johnson, "Are Independent Boarding Homes a 'Necessary Evil'?" given at the Ohio Welfare Conference, November 1950.

² Lois Ryder, "A New Concept of Independent Boarding," with comments by Ruth Bowen, "Licensing as Minimum Service in Independent Boarding," CHILD WELFARE, June 1958.

³ The Workshop on Independent Boarding was held in Columbus, Ohio on January 14 and 15, 1960.

Workshop leader was Leon Richman, executive director, Jewish Children's Bureau—Bellefaire.

Resource people were: Bertram M. Beck, associate executive director, National Association of Social Workers; Miss Ruth Bowen, former supervisor, Children's Division, Michigan Department of Social Welfare; Miss Bess Craig, regional representative, U.S. Children's Bureau; Mrs. Henrietta L. Gordon, Director of Publications, Child Welfare League of America (deceased); Miss Elisabeth Tuttle, consultant, staff development, Division of Social Administration, Cleveland, Ohio.

Differences in Agency and Independent Foster Homes

(It is important to recognize that there is overlapping on many of these points and that these differences are frequently not clear cut. The procedures described here are based largely on current practice and are not necessarily what is desirable.)

AGENCY HOMES

- Agency chooses child for specific home.
- Agency has history of child going into placement.
- The social worker role is one of giving support and interpretation to foster parents.
- Agency works with parents and determines degree of parent participation and handles problems with parents around foster placement.
- Agency has authority and gives permission for parent's participation. Has responsibility for total placement plan.
- Foster parents take child knowing of the problems and that casework service for child and family is part of the package.
- Parent gives agency right to work directly with child as part of placement plan.
- The agency is a middle position between the foster home and natural parents.
- In agency placement the parent agrees to involve himself with the agency as a condition of placement.
- There is general agreement between agency and parent that return of the child to parent be in manner best for welfare of child.
- Foster home considered "home base" for child. Visits home planned so that they do not upset development of relationships in foster home.
- Agency assumes responsibility for medical, dental, clothing, etc. May delegate these functions to foster family while assuming costs.
- Boarding rates are frequently low.

INDEPENDENT HOMES

- Agency licenses for specific age and sex but any child in that range may be placed without going through agency and without matching.
- Agency often does not have history of child going into independent home.
- While giving service similar to that given in agency homes, the protective element may be present.
- Foster parents must decide how to handle questions with parents regarding board, clothes, visits, etc. Worker acts in advisory capacity.
- Parent gives permission for agency participation.
- Foster parents may not be aware of children's problems or learn of them after placement. Their use of casework service is voluntary.
- Parent does not give agency right to work with child. This must be secured from parent.
- The agency rather than being between, is apart from both parent and natural parent but is there to be used by both.
- Agency must frequently reach out to the parent. There is no accepted agreement of involvement.
- The parent has the right to remove child at any time and parents may do so precipitously.
- Home is often considered "home base." Many independent placements involve children spending weekends at home with parent.
- Parents assume this responsibility of financing, may or may not delegate others to foster family.
- Boarding rates often higher. Foster parents take risk of not receiving it.

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in which a protective element may be involved; (2) licensed foster homes where parents are able to carry the responsibility and do not need help from an agency; (3) licensed homes where parents need the help of an agency, which they may or may not be able to use.

Statement of the Problem

In an opening statement of the problem, Victor H. Andersen, executive director, Summit County Child Welfare Board, posed some fundamental questions:

"It is an accepted fact that when a community has insufficient agency-supported boarding service for children out of their own homes, a vacuum is created. Into this vacuum moves the independent boarding home. This is a very logical development but seems to come as a surprise to many child welfare agency executives and their boards.

"We are therefore raising the question of whether those communities with insufficient services might meet the needs by the proper utilization of independent homes. Do independent boarding homes have to be a blot on the community's landscape? Can they be constructively used by agencies and parents to meet the needs of children who must be out of their own homes? Do those concepts which are now an accepted part of our professional knowledge in child welfare also apply to this subject? Do those parents who use independent homes really want case work service? Do the boarding parents want it? Do they know what case work service really has to offer them? As we talk about preventive and protective services and "reaching-out" casework, should we consider extending these efforts into independent placements? . . .

"If we accept the philosophy that these children, too, are the community's responsibility, then we must answer the question of 'How far does this responsibility extend?' Shall we but carry out the letter-of-the-law and see that the foster home meets a minimum standard? Shall we provide some form of supervision of the care provided these children? Shall we limit our role to that of helping the boarding mother when she asks for help in dealing with the problems of the child and of the natural parent? What shall we do if she does not ask for it? Shall we aggressively press ourselves upon the natural parents even if we meet with resistance? . . ."

Current Practice

There appears to be no uniformity in the state laws as to the authority for licensing and for the service program. In some states the state department of welfare has responsibility for licensing and the local agency provides supervision; in others, the reverse is true. In some states the legal responsibility is limited to the licensing function and the homes are offered to parents over the telephone, while in others, there is very little difference between the service offered in independent and agency placement.

It is apparent that these differences reflect confusion as to the degree of responsibility a community should assume for independent placements. The confusion is compounded by a lack of conviction that the parents involved either need or desire agency help. The validity of the current philosophy that child placement is comparable to major surgery and requires exploration and guidance by professional staff was challenged by some of the workshop participants. Further, it was argued that it is an infringement of parental rights to require parents to review with an agency their plans for placement of their children as a condition for making licensed foster homes available to them. According to this view, parents should be as free to place their children in independent foster homes as economically privileged parents are to select private residential schools.

On the other hand, it was argued that the licensing provision is a protection for children from undue traumatic experiences involved in separation as well as an assurance of adequate standards. Society's investment in licensing foster homes for the protection of children warrants the requirement that parents make constructive use of these homes. One agency reported on a study that revealed that of forty-one children placed in independent foster homes, all but five experienced replacements within a period of three months. These findings prompted the initiation of a service program for independent placements in that community.

Contrary to the widely held belief that parents using independent foster homes do not want help were the reports of some states that many parents and foster parents wel-

comed help when it was offered, and when they understood what "help" meant. Some parents who want to avoid agencies have often been helped by "reaching out" casework. The capable, interested parents may feel that they do not require more than the assurance that the foster home meets adequate standards, and that the agency is available when needed. However, even the capable parent may not understand what separation means to his child. He may also need help with his own feelings at a time of stress. Out of the recognition of such needs, the state of Michigan—in which one-third of the children in foster care are in independent homes—has been providing casework service to the parents, foster parents, and the children involved.

Child Welfare Goals in Independent Placement

In attempting to set goals for a new service, one of the conflicts is that many agencies are already struggling to give adequate services in the areas of child welfare that are presently deemed essential. The group recognized how easy it is to become overwhelmed by what is not being done. However, goals should be set on the basis of what is essential and realistic, rather than on what now seems feasible because of limitations of current practice.

A major difficulty is that we have not yet learned to apply our skills in determining early which parents have the strength to use independent homes and which should be helped to consider other programs. Even though the request is for independent placement, if agencies can offer alternate services where indicated, many poor trial-and-error plans for children may be avoided. To accomplish this, the community must provide the necessary basic resources for diagnosis and for alternate forms of care.

In order to "reach out" with conviction to parents already using independent homes, social workers must first believe that they have the right to do this. Social workers have conflict about working in independent situations without the parents' permission. There are cases in which it is necessary to extend the concept of protection. If, after we reach out to these parents their cooperation is not forth-

coming, and there is evidence that children are being neglected, it was agreed that the situation then becomes a protective one. It was argued that since the agency has no real control over which children go into independent homes other than to specify age and sex, it is difficult to be helpful after a poor placement has been made. Many felt, however, that even under agency care, parents may proceed with a plan which is less than the best for a child; but the worker is then available to continue to help the parent face realistically that something better can be done.

It is important to determine which aspects of independent placement strengthen family life as well as which weaken it. Those who have read a number of records of children placed independently felt there were surprising strengths for the children in the relationship between independent foster parents and own parents.

Case material at the workshop indicated that social workers tended to use independent foster parents as the agency channel for interpretation to natural parents. Although it was recognized that to do this indiscriminately is not good practice, there seemed to be indications that foster parents may be able to be helpful to parents. Social workers have, in the past, not generally encouraged this.

In one state, three-fourths of the unmarried mothers using independent boarding homes eventually married and took their children with them. The relationship with the independent boarding mother seemed to be a significant factor in their ability to plan for themselves and their children. Similarly, it was reported that many unmarried mothers had been helped to release their children for adoption through this relationship.

In setting goals, it is important to have some recognition of reasons why parents place independently. While it was recognized that some parents use independent homes because of a neurotically exaggerated desire for independence and a general defensiveness, agencies should also consider the other factors which may be involved. Some of our current concepts are carried over from the time when children were full orphans and agencies had to assume full responsibility. When we do not encourage parents to participate as much as

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they can, it may reflect an attitude that because they need help they are totally inadequate people.

Many parents fear placement through an agency not only because of their guilt but because they anticipate loss of all responsibility, and losing it makes them feel even more that they have failed. It was agreed that in our society children are placed by working mothers for other than reasons of rejection. There are at present a large number of working mothers who, though eligible, refuse to accept the ADC standard of living. We need to recognize more fully the motivations of parents who place independently, and possible conflicts in our own feelings about conserving parents' rights and sense of responsibility for their children in placement. As we become clearer in our own thinking, we shall be more able to evaluate in what ways independent homes can meet a need.

It was felt that it would be well to work towards incorporating some of these positive elements of independent boarding home experience into agency boarding programs. While agencies have considered plans whereby some parents might take on responsibilities usually assumed by agencies, such as paying boarding parents directly, there has been resistance to the idea. Some envisioned a time when an agency might have homes of all degrees of "independence" to offer parents.

Social workers are like other groups in that they tend to cling to routines which may be no longer necessary and resist change, thus contributing to our difficulty in establishing new services. If we can learn from independent boarding which of the responsibilities that social workers have traditionally carried can be carried by parents and foster parents, it might free us for other tasks. The discussion indicated that it was quite possible that independent homes may require less of an investment of money and professional skill than many current services, but that we may at times have been too bound by tradition to take full advantage of this resource.

At present there is experimentation both with giving full coverage to all independent boarding families and with doing more intensive work with a smaller group of independent foster families and natural families. We need

to experiment more with both kinds of approaches, to add to our current knowledge. Without additional research, we cannot test some of the hypotheses suggested during the workshop.

Conclusion

There is general agreement on basic concepts in the child placement field. Years of experience in agency foster home placement, combined with our growing body of knowledge from related fields, quite clearly defines the pattern which we wish to follow, although we may be hindered by various factors in carrying through our plans. Out of the experience of those states which have been licensing and giving service to parents and independent foster parents for a number of years, has come a belief that most parents and foster parents need help around independent placements, and that many want such help. The immediate task ahead of us is to learn how contact can best be made with parents wishing to place their children in independent foster homes—and failing this, to extend help after placement has been made. Then as case-workers we could identify the parents to whom we could be of service, and armed with this knowledge persuade our communities to provide that service for the parents who need it, to the extent to which they could use it.

It is erroneous to assume that helping parents to understand the meaning of separation and enabling them to make the best plan implies the abrogation of parental rights and the weakening of the parents' sense of responsibility for their children. Parents retain the right to accept or to reject the foster home that is offered. They negotiate directly with the foster parents about the board rate, frequency of visits, medical, dental care, clothing, etc., and can terminate the placement at any time.

The minimum requirement for any child in a foster home is the licensing of the home, as a protective measure. The licensing responsibility entails an implied element of service to parents, children and foster parents, rather than being an end in itself.

The mere licensing of homes does not provide all the protection needed. There was

(continued on p. 32)

ADOPTIVE PLACEMENT OF AMERICAN INDIAN CHILDREN WITH NON-INDIAN FAMILIES—PART II*

These are the last two of a series of four articles on the Indian Adoption Project of the Bureau of Indian Affairs and the Child Welfare League of America. The articles in this issue report on the role of an adoption agency in participating in this demonstration project, and also the agency's impressions of the Indian child and his adoptability; and on some evaluative factors involved in the selection of adoptive families for Indian children. The May issue carried articles on the background and over-all progress of the project, including the major objectives and methodology; and on the social services provided to the Indian mother on the reservation to help her plan for herself and her child.

ONE AGENCY'S APPROACH TO THE INDIAN ADOPTION PROJECT

Mary J. Davis

**Supervisor
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Children's Bureau of Delaware
Wilmington, Delaware**

WHEN the Indian Adoption Project first came to the attention of the Children's Bureau of Delaware in the fall of 1958, our reactions were essentially positive. I believe all Americans feel a certain sense of guilt about our country's treatment of the Indian, and so we were glad of the chance to do something concrete to offset our nebulous sense of shame.

This was an undertaking involving children of a different culture, a different color, and maybe with other differences. How difficult would it be from a practical point of view? What would be the reaction of the various segments of the agency—the board, the staff, the boarding parents and adoptive parents?

The board and staff began considering the question concurrently. Our chief question was: Can we find homes for Indian children? We looked to our past experience and practice for the clues. Our agency was then in the process of placing for adoption the third and fourth children in a family whose mother was half-Indian and half-Mexican and whose father was white. And, on occasion, we had needed to find homes for children of other interracial backgrounds—part Chinese, Japanese, or Filipino. We had found families who responded with warmth to these children of different racial strains. Sometimes this was

because of a broad, tolerant and sophisticated approach to difference, and sometimes because their own family heritage included "difference" and they identified with the child of a different heritage.

As was to be expected, the board needed to give consideration to the financing of the project, and we needed to discuss the prospect of this undertaking with the Community Fund, which is our chief source of support. By mid-November 1958, the project was officially approved. In this early stage, before full national financing was secure, we did not publicize the project in the community.

We did, however, tell our local Department of Public Welfare of our plans, since this is the agency which licenses our operation within the state. It was agreed that the importation of Indian children into Delaware for adoption purposes through our agency would be reported in our routine system for reporting all adoptions. One aspect of the project which was of particular importance to the Department of Welfare as well as to our agency was the knowledge that, according to the agreement between the Child Welfare League of America and the Bureau of Indian Affairs, any Indian child who proved unadoptable became the responsibility of the Bureau of Indian Affairs and could be returned to the state of his residence.

Next, our agency was faced with the question of how we should handle the work involved in planning for approximately seven extra children per year, the number which had been suggested by the Child Welfare League of America. Would this be a separate

* Both of these papers were given at the CWLA Eastern Regional Conference, NYC, on April 22, 1961.

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project within the agency as was originally proposed, with one staff member who would devote full time to the handling of Indian applications? This would include arranging for transportation of the children, supervising their boarding home placement when necessary, recruiting and studying adoptive homes, and carrying major responsibility for selecting the home for a particular child and supervising the adoptive placement. Or would we try to add this extra work to our current staff's load? In the end, we decided to absorb the Indian children into our regular stream of work.

Let me make it clear that along with consideration of some of the weightier aspects of the project went tremendous enthusiasm for the experience ahead. There was a certain excitement connected with the fact that we would be seeing and working with children from Indian reservations, and would be escorting them from the reservation to the agency. This involved distance, plane travel, different areas of the country. There would be compensations for the extra work involved! We became very Indian conscious. From our reading and from Arnold Lyslo, the director of the Indian Adoption Project, we began to learn about the American Indian, about tribes that were new to us, about the particular physical characteristics of various tribes, and about their cultural patterns and economic conditions. We have learned much, and we are continuing to learn.

Attitudes of Foster and Adoptive Parents

As we began discussing plans for the project with our boarding parents, particularly those who have worked with us for a good many years, we found they were delighted at the prospect of taking an Indian child into their home. (Although our agency places some children directly into their adoptive homes, the majority are placed in preadoptive boarding homes for as brief a period as possible. We feel this preadoptive period is necessary in instances where there are unresolved problems in relation to the child's placement for adoption. With all but one of our Indian children so far, there was at least one problem which required a preadoptive boarding placement.) We have had no difficulty in

finding a boarding home for any of the children because they were Indian.

We were very pleased, too, with the attitudes we began to find among our adoptive applicants. It is customary for the supervisor who talks with adoptive applicants for the first time to gauge the applicant's interest in the "different" child, whether he is an older child, one with a physical or emotional handicap, or a child from an interracial background. If indicated, in our discussion of the latter category, we would describe the project, show pictures of typical Indian children, and evaluate the applicant's response to the idea. This evaluation of interest and motivation continued not only during the initial interview but throughout the home study. So far, we are happy to say, every Indian child awaiting adoptive placement has had at least the prospect of an adoptive home.

The Children

Now let me tell you something of the children who have come into our care so far under the project. The Indian children we have known are very much like a cross-section of any group of normal white American children. In coloring, they have run the gamut from the darkest, a darling little full-degree Apache girl, to a strapping, blond little football player who is one-fourth Sioux. Coloring in itself has not seemed important to most of our adoptive families.

Our first child, *Tom*, was one of the sweetest, gentlest and most cuddly children we have ever had. He was from Arizona, a full-degree Indian of Pima and Papago origin. He came into our care when he was just three weeks old, and did beautifully in his preadoptive boarding home. He moved on to his adoptive home when he was three months of age. The couple who adopted him had two children of their own, eleven and seven years old, and could not have more children. They both were from a missionary background and had what we felt was a healthy interest in wanting to help a child of different racial background. Tom's adoption is now final, and his parents are now applying for a little Indian girl.

Our next two children, *Patrick* and *Mary*, were the only siblings we have had and the

oldest children we have placed. They were three and four when they came into our care. Their mother had died when Patrick was only six months old. They were the youngest of a family of nine children: the oldest child was living with relatives, and their other brothers and sisters were in Federal boarding schools. Patrick and Mary, being so young, had been placed in off-reservation foster homes, and unfortunately in separate homes. Within two years it became clear to the reservation social worker and to the father that he was not going to be able to provide adequately for these two young children. Once he had made his decision for adoption of the children, they were referred to us. The reservation worker began helping the children to get to know each other as brother and sister, and began to prepare them for their planned move to a "home-for-a-while" in the East.

Our worker went out to South Dakota and spent four days becoming acquainted with the children and preparing them for their life ahead. The older child, Mary, was more aware of what was happening and therefore perhaps naturally more resistant. She was controlling and aggressive with both her new social worker and her little brother. It was not until the day before their flight east that Mary began to soften, and to speak with some enthusiasm about the family she was to join at the end of their plane ride. Patrick was more easygoing and had a quiet interest in, and acceptance of, things.

The significance of their leave-taking in South Dakota was overshadowed by their excitement about the ride in the big plane. When they landed at the Philadelphia Airport, the children were met by their boarding mother, and soon began settling down in their boarding home. In time their boarding mother realized that Mary seemed to think in terms of "bad" Indians. The boarding mother, through her own acceptance, helped to balance Mary's attitude, so that when the subject arose later we felt the children retained no particular negative association with the idea of the Indian.

These two children moved to their new family after three months of preadoptive care. They were delighted to have a home where they would always live and belong. Both of

the adoptive parents are one-fourth Indian. They came to us after having heard about the long waiting list of adoptive applicants that many agencies have. Dreading a possible great delay in obtaining a Caucasian child, they had thought about an Indian child. Now that the children's adoption is about to become final, this adoptive couple too is applying for another Indian child.

Madge came into our care when she was sixteen months of age. She is the only one of the ten children we have cared for who was placed directly into her adoptive home. This was possible because we had very full information about her, and she was old enough so that we had a fairly clear picture of her developmental progress. Most important, we had a family waiting for this particular kind of little girl. Madge's adoptive family has an older adopted son. Because they were nonresident and because our agency, like most agencies, feels a primary responsibility to resident adoptive applicants, this couple was told that we could consider them only for a child with some special need. They quickly responded to the idea of taking a child of mixed racial background.

Sara was four weeks old when she came to us, and during her preadoptive placement of two months our psychologist found that her development was slightly in excess of age expectancy. We had what we felt was a good adoptive family for her. They had an older adopted son, and had volunteered their interest in any kind of little girl, maybe a Korean child. This led to discussion of the Indian child, and to their eventual approval as the adoptive family for Sara.

Susie came into our care at fifteen months of age and remained in boarding care for eight months—the longest time any Indian child has stayed in boarding care. Susie was withdrawn and slow to relate, so that she needed time to find herself and we needed time to get to know her. Also, she had a medical problem which needed to be checked frequently. Once the adoptive parents and their five-year-old son had met Susie, there was no mistaking their response to, or warmth for, this little girl. Susie had grown emotionally to the point where she was a comfortable, almost outgoing, little girl. She was more

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The above descriptions of the first five placements we made help to give a feeling of the kinds of children we have received, and the adoption homes in which we have placed them. Of the remaining five children, three were from the Sioux tribe in South Dakota: they came into our care at fifteen months, six weeks and nine months of age. They have all moved on to their adoptive homes. Two more children—one from the Flathead Reservation in Montana and one from the White Mountain Apache Reservation in Arizona—came into our care at two months and one year. They have not been in boarding care long, and we plan for them to be moving on to their adoptive homes soon.

Evaluating Background Data

One aspect of working with children from a reservation that makes for some difficulty is the matter of background. As I have said, our agency—like most agencies, I believe—is endeavoring to place children for adoption as young as possible, in some cases without a preadoptive placement. This means that with the young infant, particularly, one relies rather heavily on what the child's background can tell us of his potential. But with the Indian child whose family has lived on a reservation, the pitfalls in evaluating background are more numerous than usual.

The impressions I have of the reservation Indian are gleaned largely from my cursory survey of two reservations, and from social material sent to us about the families of children in our care. Since most children placed for adoption were born out of wedlock, perhaps it is also true that my knowledge is gathered from families with a degree of social pathology. Within these limits, I have formed a few rather clear impressions of the Indian on the reservation. I have the sense that for many Indians living on a reservation, there is a dead-end quality and a humdrumness to their existence which transcends any ability or wish to accomplish or achieve. The soporific quality to life on a reservation must have some bearing on the fact that, among the families of our children, heavy drinking seems to be the rule rather than the exception.

A report which we received recently about the background of a child being referred to us indicates that in tabulating the results of a psychological test of an Indian child in a reservation school or in a Federal boarding school, it is customary—that is, considered fair—to add from ten to twenty points to the score. This bonus is allowed, I believe, because of the differences in Indian culture and language, and in recognition of the fact that our standard psychological tests are based on established norms for the average American child. And so, even though background material on a child from an Indian reservation continues to have some usefulness, it seems that it has to be weighed and sifted more than usual.

The Value of the Project

After almost two years of experience in the project, I look back and sometimes think, "Oh, but it's so infinitesimal in the light of the need." But then I take another look, and think of our ten children and what life would have held for them if we had not helped them on their way to a new start. I go on to realize that adoptive parents are applying for a second Indian child; that the news is spreading and one "satisfied customer" leads to another.

This is, by definition, a pilot or demonstration project, "in which processes planned for full scale operation are tested in advance to eliminate problems." We have certainly not eliminated all of the problems and headaches connected with an undertaking of this sort, but we who have been doing this work believe that we have made real progress in the one area which has presented the most serious barrier—that is, the mental block that goes with tackling a job of this nature. The number of children, the number of miles, the number of differences involved are indeed stupendous. Perhaps an even greater barrier is, however, the tendency to say, "But there are so many of our own kind who need us and who need homes." But when there is a job to be done and we can help with it, is it right to turn our head in the other direction? Isn't this what the American people have been doing in relation to the American Indian for the last hundred years? This is a good and growing project, and I am glad to be part of it.

ments. Financial range is from modest to privileged. Some families have own or adopted children, others have been childless. The following is a description of two of the couples.

The Gordons are in their early thirties and have been married for seven years. There is a freely expressed desire for children, and a capacity to share their deep disappointment in not having a child of their own. There has been support and reassurance in the husband's comfort to the wife about her infertility, which has greatly aided in restoring her security about herself. They live simply and are not striving beyond their own abilities. The wife's earnings prior to adoption were used for small luxuries and not for the necessities. Their parents respect the decisions they make for themselves without interference. They have sought contact with children with obvious enjoyment, despite their own childlessness. Mrs. Gordon looked forward to staying at home after having worked for many years. They are able to see and understand some of each other's strengths and weaknesses. They have acquired an appreciation for other peoples. Each had a great-grandparent who was partly American Indian.

After their first interview, the Gordons began to tell family and close friends that they were applying for an Indian child. They responded enthusiastically and unhesitatingly to pictures of Indian children. They cited examples of a few children in their community of other backgrounds, rather than raising questions about the response of the community to their adoption of an Indian child. They anticipated their own capacity to deal with possible future problems that the child might have later on as an Indian child growing up in a non-Indian family and community. After learning of a brother and sister who were available, they showed great sensitivity about how they could help the children to be moved from the boarding home where they had been since infancy. They were interested in each child's personality, habits, and interests so that they might supply as much of the sameness in daily living as the children were experiencing before coming to them. They had no need to change names, realizing that this would be tampering with the child's own identity. About the little boy they thought, "Maybe he likes his name," even though it would not have been their preference. They traveled two thousand miles to spend a week getting to know these children in their boarding home, sharing in play, mealtime and bedtime, and thus gradually introducing themselves as parents.

Another couple, the Franks, are in their early forties, married for fifteen years. They have only

recently moved to the city where Mr. Frank was offered executive employment. Although they never had a child of their own, Mr. Frank had a daughter by a previous marriage, who died tragically a few years ago. Both Mr. and Mrs. Frank had been very close to his daughter. They are a dynamic couple with broad experiences and interests. Both grew up in the same section of the country, Mr. Frank near an Indian reservation where his contacts with Indian people were both pleasant and interesting to him. He knows and appreciates some of the culture. While Mrs. Frank has not had the same first-hand experiences with Indian people, she has done some volunteer nursery school teaching with children of interracial background. She has two younger adopted brothers, who became a part of her family as older children. Her attitudes about adoption reflect the further enrichment which she feels her brothers brought into her family.

In the face of early deprivations, Mr. Frank became independent very early and later educated himself. Less conservative and more self-assertive than many, he enjoys the challenge of acting on new ideas and being in new situations. The Franks seek out and appreciate friendships within other racial and cultural groups. Understandably they would be motivated to adopt an Indian child.

With both of these couples there was an ability to tell family and friends about their intention to adopt an Indian child. They have also been able, since placement, to be open about this when the occasion arises, and also to accept the child as their child. On the day that a two-year-old boy was placed with the Franks after a series of visits, Mr. Frank introduced him to the elevator operator in their apartment building by saying proudly, "This is my son."

Both of these families have unusually sound, solid marriages. They make decisions with a minimum of anxiety or concern. They trust their own thinking. They do not fear their community or their relatives. Instead, because of their own attitudes of acceptance they find, generally speaking, a similar response and acceptance in their communities. When they do not receive it they have the strength and sense of humor to handle it, rather than retreating from it. Mrs. Gordon was once asked why she and her husband had not adopted an American child. Her answer was, "What is more American than an American Indian?"

Both of these couples are able to identify themselves with the child despite the obvious differences in appearance. This ability to identify with the Indian child is of primary importance in families who are wholesomely motivated toward adoption. There can be various reasons or combinations of reasons for this. The Gordons, for example, found Indian heritage in their family; the Franks had developed the capacity through past life experiences and present associations with people of other groups. Several of our couples have had broader experiences with other racial groups than have our usual adoptive applicants. Some have been able to adopt children of other mixed racial backgrounds. The couple who can adopt the Indian child is, however, not necessarily the same couple who can adopt the child of other racial or mixed racial groups. This will be dependent on the experiences and associations of each individual couple.

We wish it were possible to further define the qualities which contribute to the flexibility and positive identification present in some families and not in others. We know that there is greater strength and security in the couples who have these qualities, in contrast to those who have had fewer life satisfactions and are less fulfilled. The capacity to identify in a healthy way is a guide in interviewing couples for Indian children. It is present in the couples with whom we have placed the Indian children.

Couples Who Did Not Adopt

The ten couples were part of an original group of thirty-five who were interviewed for Indian children. The others who applied have either discovered for themselves that they could not undertake this experience, or the agency has felt that they would not be suitable. With a number of couples, we found that in spite of their original expressed interest in an Indian child, they later realized that they could not accept a child so different from themselves. Included in this group were a number of couples who could not apply to the agency for a baby in the usual way because of our eligibility requirements. Since the desire for a child was very strong they thought that they could be interested in an Indian child, but when they

came closer to facing the reality they realized that it was not right for them.

With several other couples, we found that they would not be able to identify in a healthy way with a child so different from themselves. In one case, the wife wanted to adopt "an unfortunate child who does not have anyone else who wants him." All of her life she felt a need to "love the unlovely." This young woman had felt deep rejection from her family. Her own self-image was one of unworthiness and inadequacy. Her picture of the Indian child as an unwanted, unfortunate child reflected the image she had of herself. In a previous contact with another agency, she withdrew her application when she realized that many other couples were applying for the children who were available. When it was explained that we were interviewing other couples too who were interested in Indian children, she again withdrew her application.

With some of our other couples we saw serious personality disturbances manifesting themselves in lack of self-regard, which became translated into a fascination about adopting a child of a minority group. Obviously these couples are unsuited to adoption at all.

Some Differences Between the Two Groups

It needs to be pointed out that we have also seen that conflicts and problems in the lives of some of our applicants have strengthened rather than detracted from their ability to accept, and to have understanding for, the child who is different from themselves. If the conflicts have been successfully met, and have been coupled with other life gratifications and a desire to have a child, we think these people may be better parents to these particular children than others who have faced fewer difficulties in their lives, or whose unsolved conflicts will be unhealthily lived through the child.

Our group of adoptive couples is as yet too small to enable us to draw many definite conclusions. But we do know that these couples have less need to conform. Our responsibility in evaluating this quality is to see whether there has been enough sublimation of rebellious patterns into healthy construc-

tive channels, thus providing an accepting atmosphere in which the child can grow, or whether these rebellious drives are so unresolved and destructively used that the child will be affected adversely. The following two cases illustrate these problems.

One young couple, married only a short time and expecting to have their own children, prefer first to adopt a child. They say that they feel an obligation to adopt an Indian child. Throughout this young woman's life there are many instances of her acting out excessive rebellion against her parents. In her opinion her family would never accept an Indian child as a grandchild, and she anticipates further chasms between herself and her family as a result of such an adoption. We do not feel that children should be used as instruments to further unresolved destructive rebellion.

Another young couple approached their interview with considerable enthusiasm. Originally of differing religions, they married after much family disapproval. Their first adopted child, placed in infancy, resembles them in appearance. As the interviews progressed, both the wife and I noticed that while she greatly wanted to adopt an Indian child she also was raising questions about whether her community would accept the child, and had begun to develop complicated theories about what her approach would be and how she might handle various problems that she felt certain would arise. She began to recognize her great need to broaden her own liberal tendencies, but also could see how her conservatism causes her considerable discomfort whenever she has tried to express herself more liberally within the very conventional community where she lives. It seemed to us that while the adoption of the first child has been satisfying, the adoption of an Indian child would magnify the already existing conflicts. She was honest enough to realize this too, and withdrew their application.

We are presently interviewing two young couples who differ from each other in national origin, and greatly differ in background. We do not fully understand the dynamics of their basic personalities, but the satisfactions in their marriages and the broadness of their life experiences make us feel that they have found enrichment in their lives, and that they have the capacity and desire to share it with the child we may place with them.

Facing Reality of Racial Differences

Parents who integrate their adopted child

into their lives wish that the child had been born to themselves. Even the most comfortable adoptive parents are not completely secure about explaining adoption to the child. This is particularly true once the explanation needs to touch on the people who conceived and gave birth to their adopted child. Facing the realities of the child's appearance because of racial differences can be an additional part of this same problem. It can be a source of great anxiety and concern to adoptive parents, who at the same time love their child.

The Gordons and the Franks have children who are obviously Indian, and therefore this is openly acknowledged. Even they, however, see the children and themselves in relation to likenesses rather than differences as they become more solidly a family. This is a healthy response in adoptive parents as well as, in part, a denial. Two other couples have children who are of mixed background, where the difference in appearance from the rest of the family is more subtle. One of these couples had, in addition, a strong need to deny to themselves the racial difference, and they needed considerable help in expressing their discomfort and confusion about these differences before they could meet their specific problems more constructively than through avoidance.

Some of the Indian children are not markedly Indian in appearance, particularly those who are of mixed racial background. Experience from our total interracial program shows us that even with subtle differences in appearance, there may be times when the adoptive couple faces reactions and curiosity of others, or questions about the child's background. The time will probably come too when the child will need parents who not only love him, but can also help him to understand and accept his own questions or concerns about himself. While there will be variations in how parents face the questions in the future, the agency has a responsibility to select accepting families with a minimum of need to deny to themselves the fact of the child's interracial background. The optimum situation is the one in which the family actually values the child's difference.

We try to have the Indian children become as real as possible to our couples in their

interviews. Pictures of American Indian children give the couple an opportunity to react more spontaneously; an atmosphere of greater reality for specific discussion of their feelings and attitudes with the caseworker is created. When the reality of the child can be introduced, we have experienced great variation in reactions. One applicant completely denied any difference between the Indian child's appearance and her own, and displaced considerable hostility onto the worker. Her inability to accept a child other than her own became increasingly evident. Other couples have shown genuine appreciation for the child as an Indian child, and their original interest has been reinforced still further. Shortly before placement, one couple who had already adopted two non-Indian children, and another couple with two own children, gave names to the babies they were to adopt and accepted them as their children before they actually saw them.

Continuing Agency Responsibility

Agency responsibility to the Indian child should not end with the selection of the most accepting parents who are available, nor with legal adoption. From follow-up group meetings with many of our adoptive couples, we have learned that adoption is an integration of child and family which cannot be governed by set periods of time. Parents will be faced with helping the child to understand his adoption at various periods of his growth, while having to deal with their own feelings at the same time. Many of our adoptive couples have welcomed the opportunity to attend group meetings, which the agency now offers as part of a continuing service at a time when parents are in the midst of coping with these questions relating to adoption. The opportunity for shared experiences, exchange of ideas, and guidance from the agency has been helpful to the couples and educational to the agency. We learn and develop our point of view from the couples with whom we place the children.

Recently we completed our first series of group meetings with families who have adopted interracial children. Included were a few couples who had adopted Indian children. In this opportunity for follow-up of our placements, we were impressed with the sensi-

tivity and thoughtfulness of the group. Certainly the children have secure and loving homes. The couples have not experienced major community problems. But they recognize, as do we, that along with future satisfactions there may be problems which remain unknown and undefined at the present time. Because of this awareness, the group of families feel that they would like to meet periodically in the future when the children will be in a different age group, and when they anticipate that they may again benefit from group discussion.

Through this program, a number of Indian children who might otherwise have been deprived of permanent family life now have adoptive parents. Each Indian child we plan for brings his own unique individuality. Each couple we interview adds greater understanding in seeing the next couple. Each cooperative placement with the Bureau of Indian Affairs or state public welfare department staff adds to our knowledge in planning for children. Participating in the Indian Adoption Program has brought added enrichment to our agency.

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THE INDUSTRIAL WORLD: RESERVOIR OF ABILITY

R. H. Collacott

Board Member, CWLA
Director of Public Relations
The Standard Oil Company
Cleveland, Ohio

For more effective collaboration of social workers and business leaders in the control of social problems.

In any activity such as child welfare, as many attitudes and ideas exist as the number of people engaged in it. The reasons for their interest in it, their backgrounds of experience, and their present environments will vary so widely that it is often surprising that anything approaching agreement can be achieved and a consensus established. Some people will be deeply sentimental, and occasionally may have to be restrained from ill-considered actions prompted by an excess of pity. Others will work just as energetically and effectively, but with dispassionate objectivity, because they see in broken homes and child neglect a social disease which they would make an effort to correct, just as they would any other unsatisfactory feature of their community— aesthetic, physical or financial.

Without attempting any analysis of the composition of boards, leagues, committees or legislatures, I would like to suggest, in this article, some activities which might rally a larger number of laymen than we now have recruited, no matter what their social philosophy happens to be.

I propose to start with two observations which seem to me to be facts: The first is that specialization tends to develop isolation, and that the further this specialization is carried (generally through professional activity), the greater the danger of isolation and the greater strain on communications efforts. The second, which may at first seem to have little relation to the first, is that in spite of all of our activity, the problems with which we deal, instead of becoming reduced in number or in complexity, seem on the contrary to be increasing.

Now for the first observation. Even though we frequently use them ourselves, we are probably a little tired of hearing the terms "lay" and "professional" used constantly to indicate not only a difference in point of

view, but an assumed difference in purposes and objectives, impossible to reconcile. It is true that these two interests are only too often not reconciled. But there is no reason why they cannot be. Further, this situation is by no means peculiar to social work; it can be found everywhere. Any industrial corporation of any size is plagued by the fact that technological progress has carried some departments into areas which others in the organization find difficult to comprehend. As the advantages and even the necessity of specializations have become widely recognized, many have developed rapidly, and often with little realization of the terrific burden of communication which grows hand in hand with them.

The problem of communication gives rise to other problems equally difficult. Almost any publication in the business world, selected at random, will be found to contain one or more articles dealing with the problem of communication. Very few of the writers seem to come forward with solutions, but content themselves with restating the problem. Today, when we are confronted with the many problems involved in the single task of keeping people informed, someone is pretty sure to come up with the remark, "It's a matter of communications," as though by that simple act of classification the problem was, in large part, solved. The real question is the one asked by *Fortune* magazine a few years ago: "Is Anybody Listening?"

Lest this become merely an essay on communication, I would point out that communication has a very practical application in the board-staff relationship. The fact that this has been recognized is obvious from the number of meetings held, and the quantity of printed and mimeographed material which is poured out upon a small group of people, who no doubt intend to be dedicated, but are none too ready to study what they must know

to become properly conversant with the work of agencies for which they are the community's trustees.

An examination of the boards of child welfare agencies across the nation will reveal that they are largely made up of people distinguished in their community for integrity, for public service, and for personal achievement. They constitute an enormous force for furthering the work of the agencies. But in many cases, probably most of them, this force has not been brought into action in anything like the degree that might be reached, and that must be reached if some social imperatives are to be met.

Any successful organization represents a fairly artistic process of delegation of authority and responsibility. However, careless use of this process can too often become an abdication of authority, rather than its proper delegation. The harassed social worker or agency executive can be overwhelmed by situations not of his own making, and with which he should not be expected to cope effectively. Think of how many times that feeling of frustration might be relieved if board members would put to use their prestige and influence. A pat on the head and oral endorsement by the board of the staff's work is far from sufficient, and may actually represent abdication of its responsibility. The help needed in the solution of some social problems may not have to be drawn from the industrial world, but that world is a reservoir of tremendous ability. (It has offered the environment for my entire business life and my thinking is naturally colored by it.) It is not difficult to find statements by businessmen showing that they realize that the well-being of their own business is closely tied in with the social climate of the community. The rise of scientific management and advances in corporation administration have been closely tied in with the development of resources and services in other fields.

Now, many businessmen and practically all top-flight administrators understand social forces and social problems. Assuming then that the needs are as imperative as I have indicated, why, you may ask, do they not come forward *en masse* to wrestle with them and aid in their solution?

I shall venture to offer a few reasons why men who have been recognized by their own organizations as valuable contributors, and who therefore ought to have equally valuable contributions to make to the field we are discussing, seem to be reluctant to divert even a small part of their time and their great ability to the solution of admittedly serious problems.

The first reason is obviously the time required, matched against the questionable worth of the matters to which their attention is called. The pressure upon these people is none too widely understood. Long lunch periods terminated by a hesitant call to order, a perfunctory approval of a financial report, and the submission of a few predetermined questions does not lure them into extended participation.

More important, only too often little is presented which makes any real demand upon their great problem-solving capacities. Even the more serious matters which might enlist their aid in the legislative field are not presented convincingly enough to draw them into action.

That leads to my second observation: that in spite of the excellent work done by social agencies, the problems with which they deal are actually increasing in complexity and in severity. This is not the fault of the people engaged in the field. It is rather that all of our efforts, both preventive and remedial, are not extensive enough to cope with the problems presented by a growing, interdependent, industrial society. Recognition of this fact, it seems to me, should be the great bond between layman and professional, board and staff, as well as with all others who want a good society. No one supposes that the non-professional will acquaint himself with all the specialized techniques now practiced in social work. That distinction is what professionalism implies. But he should recognize that these techniques exist, and even more, that he should interest himself in perfecting measurements of their effectiveness.

The social worker, exposed daily to a seemingly infinite catalogue of community needs, can certainly be pardoned if he develops an indifference to where or how the money for meeting them is raised. He is doing what he

has been asked to do, and in most cases doing it exceedingly well. He has not been asked to study the whole economic problem. Nor should he be expected to accept a complete delegation of responsibility, and come up with solutions which so far have defied the most competent students. In this connection we often hear the word "practical" used all too loosely. I submit that the social worker who points out that a crucial problem is growing, and that a crisis is building up because of inadequate means, is far more practical than the man who, from unjustified money considerations, would allow such a situation to develop.

The most promising field for combined professional and non-professional work seems to be: (1) research in widening the applicable areas of the specialized techniques and knowledge of the skilled social worker and of the excellent schools of social work; and (2) joint examination of both the economic and social considerations necessary for more effective social work.

In regard to the first, I would point out that in physical research, industry has made constant progress and a great many of its products are universally employed. We cannot ourselves build automobiles, bridges or tunnels. Yet we know that such things exist, and we understand how to use them. The analogy is not perfect, but it will serve. In the developing science of social work, no such rapport seems to exist. Remember, I am not disparaging the work of those who have taken behavioral research to its astonishing present limits. But the same people who have done that must often feel some frustration at the indifferent reception given this work. And yet I hold that such work must be far more widely understood and used if it is to be made sufficiently effective and receive adequate support. Further work is clearly indicated in making the accomplishments of social work research understandable not only to boards but to city councils and legislatures, many of whose members at present are unaware that such work, or such a field of knowledge, even exists.

The second area is one in which board members can feel more at home, and as a result take an interest, leading, we may hope,

to more effective action. We often hear that the cost of dealing with our dismaying social problems, particularly those of an urban nature, is terrific. I agree it is, but as with a conflagration, if it is not yet under control the measures are not great enough. If the figures of social disease appear more ominous each year, then we are either not doing enough, or not doing it as effectively as we might.

I do not presume to be a student of advanced social work, but from my mouse-eye view, the schools are developing and showing what can be done. Their efforts however are seldom accompanied by any similar community understanding or willingness to experiment.

Some of the programs which these remarks of mine suggest quite obviously fall within the province of a council of social agencies. However, that is no reason why the board of a children's agency, favored as it would be by having its problems somewhat more limited, might not take the initiative and start something. It would of course require much more time than is usually devoted to board meetings or even committee meetings. It would require an executive who realized what those areas were. He might not at first be too conversant with the community economic problems, but he could soon learn.

Here and there a start has been made. Even though social inertia is always discouraging, the participants have reason to be optimistic about the progress. Instead of relying upon the belief that someone else ought to do something, they have done it themselves—realizing that this was the only way to get them off dead center. There is no need for a new national committee, or for a shakeup and replacement of the agency boards. What is needed is a recognition of the areas where board and staff can be of service to each other, the willingness to do the real hard work asked of each, and the determination to see it through to the point of real accomplishment.

The Journal's Summer Schedule

Again this year, CHILD WELFARE will not appear in July and August. Thus September will be the Journal's next issue.

THE CHILD WELFARE LEAGUE'S DAY CARE PROJECT: RESEARCH AND ACTION

Florence A. Ruderman

Director, Day Care Project
Child Welfare League of America

A description of the Day Care Project's study design.

THE Day Care Project, in its present form, had its inception at the League just over a year ago. Almost everywhere there seemed to be increasing concern about the needs for day care¹ for children whose mothers could not care for them during all or part of the day. In part, the problem had become acute because of the closing of day care centers which had been established during World War II under the Lanham Act. While day care centers with public (Federal) financing were being closed, more and more women with young children were entering the labor force.² In 1958 a Bureau of the Census study, done in conjunction with the Children's Bureau, found that there were over five million children under twelve whose mothers were working full time.³ There were millions more whose mothers were working part time or irregularly. In addition, of course, unknown numbers of children may need substitute daytime care for other reasons: a broken home, a physically or emotionally ill mother, an inadequate or harmful physical or social environment.

How were all of these children being cared for? What was being done to protect them? Here were conditions which were nationwide, and affecting millions of children. In some communities important steps were being taken, yet on the whole relatively little was being done. What could the Child Welfare League of America do to help communities—and the nation as a whole—understand day care needs? What could it do to encourage community action to meet these needs?

In 1959, the League was fortunate enough

to obtain a grant from The Field Foundation, Inc. for a three-year research and action project in the field of day care for children. In surveying this field, we confronted many anomalies: While the number of working mothers was rising after the war, day care centers operated with public funds were being closed. Despite increasing community concern with problems of juvenile delinquency, schools, and other areas affecting the youth of our nation, it was proving very difficult to stimulate community action to deal with inadequate or unsuitable day care for children. And, while the professionals lean towards formal, group facilities (at least for the school-age child), the public continues to rely on improvised, informal, "private" arrangements—e.g., care by father, grandmother, older sibling, neighbor, baby-sitter.

These are some of the facets of the day care situation. What are the solutions? Is there one solution, for all families, all children, all communities? What is suitable for a child of six or eight may be quite wrong for the child under three, and perhaps equally wrong for the adolescent or preadolescent child. The needs of the child whose mother works full time may be quite different from those of the child from a broken home, or of the child in overcrowded quarters, who has no access to recreational facilities. The needs of a child in an isolated rural area are different from those of the urban child, and so on.

The preferences, predilections, and perhaps even prejudices of parents—and of the wider community—must also be considered. If the great majority of substitute child care arrangements are unorganized, "informal," is this the result simply of the near-absence of formal facilities, or lack of knowledge of their existence, or is it part of a deeper system of attitudes and beliefs? Why do particular families adopt certain arrangements rather

¹ We are using "day care" in a very broad sense—to cover all daytime child care arrangements when the mother herself does not provide this care.

² In one decade alone (1948-1958), the number of mothers in the labor force increased by 80 percent and the proportion by almost 50 percent.

³ Henry C. Lajewski, *Child Care Arrangements of Full-Time Working Mothers*, Children's Bureau Publ. No. 378—1959, Washington, D. C.

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CT: than others? What are communities prepared to accept as institutional solutions to day care needs?

ject: To these and to many related questions there were no definitive answers, or no answers at all. A certain amount of research had been done in this area, and this paved the way for the League's current project. The Bureau of the Census study, already referred to, gave us our first indication of the magnitude of the problem nationally (for children of full-time working mothers), and provided us with the distribution of different types of child care arrangements. However, studies in this field have always tended to restrict the problem in one way or another. For example, they have focused on the working mother and excluded the nonworking mother. Or they have been restricted to families which are already using formal day care facilities, or which are on the rolls of some social agency. As a rule, they have made no attempt to examine and evaluate daytime child care arrangements directly, and in general, it may be said that studies in this field have suffered from either a too-narrow conceptualization of the problem, or from overly simple research methods.

At the League we felt that what was needed now was a genuinely comprehensive, large-scale research—and action—project. We wanted to view daytime child care as part of the contemporary scene—a feature of our rapidly evolving society—and not as a problem restricted to particular groups, predefined conditions, or special facilities. When millions of mothers work, and the number continues to rise, this is a situation affecting our society as a whole. This means that it is necessary to study the population generally. We decided therefore, that our project would study day care in a very broad context, and that we would study the problem as comprehensively—and as openmindedly—as possible. We will study not only formal facilities, but also informal arrangements; not only working mothers, but also nonworking mothers, in all classes or groups of the population. And we shall try to find out—in particular communities—not only the numbers of children who need substitute care during the day, but also the family patterns and the social attitudes or values which give rise to these needs, and in part determine how they are

met. And we shall be concerned with the knowledge and opinions about day care, and related community problems, not only of the professionals in these fields, but also of other influential groups in the community—e.g., representatives of business, labor, the churches.

This is the way our planning for the Day Care Project began. The next section describes the study design of the project: its three stages of research, and its action component.

The Design of the Study

One of the distinctive features of the Day Care Project is its multi-community design. The study will be conducted in a number of communities, and all stages of the research will be replicated exactly in each participating community. The communities have been chosen from each of the four major regional divisions of the country (northeastern, southern, north-central, and western). Most are large, but several are middle-sized cities, and one participating community is a rural county, in a predominantly rural state. (We feel that the rural county is especially important, as we know that there are many day care problems in rural areas—perhaps often unrecognized—and that these are not usually included in studies in this field.) Our communities also represent different types of welfare, and particularly day care, problems. Consequently, one important feature of the Day Care Project will be the *comparative dimension*. In looking at our different communities, we shall be able to see what in the day care situation is *general*—i.e., found in communities of different types, in different regions, etc.—and what is due to particular, or local, factors. In this way each participating community will have a complete *local* study, and at the same time be contributing to a much larger piece of research.

Another distinctive feature of the design is the replication of items in the different stages of the research. But this is perhaps better explained by describing the actual stages of the research, as they will take place in each participating community. These, then, are the three stages into which the research of the Day Care Project is divided:

Stage I. The leadership study. In each par-

ticipating community a "leadership sample" will be drawn from groups felt to be strategic in determining welfare policies in the community. The sample will be made up of professionals in day care, early childhood education, and child welfare; lay people who are members of boards of agencies or organizations in these fields; and representatives of major business, labor and religious groups. The intent will be to survey the knowledge, opinions and attitudes, in regard to day care issues, on the part of these key individuals and groups, and to bring out the areas of consensus and lack of consensus.

In Stage I we will be concerned with questions such as these: To what extent are the professionals themselves agreed on critical issues in day care? Are the opinions of the lay people at all close to those of the professionals? What kinds of solutions to day care problems do these "leadership" groups favor? What kinds of innovations would they be prepared to accept? How do they feel day care should be organized, staffed, financed? These are a few of the questions we shall be dealing with in Stage I.

This stage of the research will be conducted by means of a mail questionnaire. The samples will consist of about 300 to 400 individuals in each community. Stage I is scheduled for the fall of 1961.

Stage II. Depth interviews with mothers in a representative sample of families. In each community, a random (area probability) sample of households will be drawn; in these, about 300 mothers (or mother-surrogates, when there is no mother living with the family) will be selected for a depth interview on daytime child care arrangements in the family. (The relevant population in this stage of the research will be all families with at least one child under twelve. While the sample will be drawn randomly from the entire population, and thus reflect all of the social variations of the community, working mothers will be sampled at twice the rate used for nonworking mothers. This will give us roughly equal numbers of working and nonworking mothers.)

In addition to questions on day care arrangements, present and past, in the family, the interview will cover such things as: child-rearing practices and attitudes; the roles of

husband and wife in child rearing, family decisions, and household chores; the mother's attitudes towards housework and caring for the children; her employment history and attitudes; and the background of the family in terms of education, income, religion, etc. On day care practices themselves, the questions will cover not only the actual arrangements when mothers must be away—because of work, or for any other reason—but also the *reasons* for making these arrangements, feelings of satisfaction or dissatisfaction, knowledge of alternatives, and so on.

The interview is designed to run, on the average, an hour and a half. Since about 300 mothers will be interviewed in each community, we should have an aggregate sample of well over 2,000 cases. The interviews will be conducted by professional interviewers from a nationally-known interviewing and opinion research organization; this will assure high quality interviewing and standard procedures in each of our communities. Stage II, like Stage I, is scheduled to begin in the fall of 1961.

Stage III. Community inventory and organizational study; observation and evaluation of day care facilities and arrangements. This stage of the research rounds out the picture—of professionals, leadership opinion, popular attitudes, and needs—by looking directly at the day care organizations and facilities themselves. In this stage of the research, we shall examine the community's licensing laws and standards for day care and related facilities, and its network of public, voluntary, and proprietary agencies or organizations providing services to children (and thus directly or indirectly concerned with day care); and we shall observe and evaluate, on a sample basis, some number of day care facilities. (Again, in our very broad use of this term, we are including nursery schools and family day care homes, as well as day care centers under *all* auspices, whether licensed or unlicensed.) We shall try to determine the adequacy and suitability of the community's structures and facilities, in the light of local and League standards, and of the attitudes and needs of various groups brought out in stages I and II of the research. How well is the community organized to meet its day care needs? What are the gaps—if any—in

licensing or standards; in coverage or availability of day care centers, family day care homes, homemaker service? What should be done to improve standards, increase community knowledge of facilities, expand the range of services offered?

These are a few of the points that will be covered in Stage III. This stage of the research will be conducted primarily by the project's day care consultants—specialists in day care, nursery school education, and community organization. The first steps of Stage III have already been taken. Other aspects will continue through the rest of 1961, and during part of 1962.

A word about the organization of the project. The project is interdisciplinary, with members of the staff representing the fields of social work, early childhood education, social psychology, and sociology. Because of the very comprehensive (and consequently costly) nature of the research, only three communities could be covered by the Field Foundation grant; all other participating communities have been asked to underwrite part of the local costs. At present, this is the roster of participating communities: Oakland, California; Cleveland, Ohio; Providence, Rhode Island; Hartford, Connecticut; Baltimore, Maryland; Memphis, Tennessee; and a rural county, which cannot as yet be identified. In each of these communities, there is a co-sponsoring group (usually the Council of Social Agencies) and a broadly representative local advisory committee. The project staff works closely with these local groups, calling upon them for help with certain research tasks and for information about day care and other social services in the community. Periodically, the staff will report back to these groups on the progress and findings of the study, and we rely upon these groups to interpret the project to the wider community. Ultimately, the co-sponsoring and advisory groups will have the responsibility of drawing up, on the basis of the research findings, a program for local action on day care.

This is part of the action phase of the project. Another part lies with the project's own National Advisory Committee, a group composed of individuals prominent in the fields of day care, education, and welfare,

and representing varied points of view. This committee, too, meets periodically with the project staff, and consults with it on the direction of the study. On completion of the research, the committee will formulate guides for community and national day care planning, to be submitted to legislative bodies and other interested groups. (A monograph with the findings and results of all stages of the research is envisaged at the end of the study.)

We hope that within the next two years the Day Care Project will both advance our knowledge of contemporary social patterns, and help to stimulate and improve day care services for children.

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(continued from p. 6)

to ease our conscience and relieve us of responsibility to do anything further. We must find ways of advancing our cause, as a special interest group, among the competing claims of other groups, so that high priority will be given to children whose families need help to rear them well. As advocates of children, we must not hesitate to use moral arguments that compel our community leaders and legislators to look into their souls, and not just their pockets, in supporting services for children and their families.

In addition, social workers in the child welfare field must supply a rational base for the structure of social services for the child in his own home. To do so, we must agree on: what these particular services are, what the problems are which these services can help to resolve, what the purpose of the services should be, and what is involved in providing the *total* service. We must redefine the social responsibility which the community delegates to agencies administering services for the child in his own home, and the specialized knowledge, skills and resources which agencies need to carry out this responsibility.

To know what we stand for, we must examine critically the validity of the assumptions on which we have been operating. We must free ourselves of traditional approaches and existing patterns of community and agency structure.

How easy it would be, if we could only "reckon anew from the beginning!"

READERS' FORUM

On the Children's Bureau Proposals

To the Editor:

I am writing to comment on the article by Joseph H. Reid, in the March issue of *CHILD WELFARE*, entitled "Proposed Changes in the Structure of the Children's Bureau." It seems to me that consideration should be given to expanding the Children's Bureau to include the Aid to Dependent Children program of Title IV of the Social Security Act, together with children in need because of the unemployment of the father. The expansion would result in an "Office of Family and Child Welfare Services," including "community social services in such areas as juvenile delinquency prevention, services to the aging, and related programs designed to strengthen community life," as recommended by President Kennedy's task force.

Nearly twenty-five years of experience with the administration of public assistance has demonstrated the differences of function and purpose between Aid to Dependent Children and assistance to the aged, blind, and disabled. Old age, blindness, and permanent disability are, in almost every instance, "terminal" problems, and little other than financial assistance to maintain income can help. For these categories the imperatives are the right to assistance, the unconditional money payment, and the right of appeal. Public support for these programs was, and still is, based largely on a "pension" philosophy. Their future would seem to depend, in the final analysis, on the degree to which the social insurance programs are developed and expanded.

ADC is a "temporary" program, in the sense that the children concerned will reach a specified age limit at which time the expectation is that they will have learned to become self-supporting and responsible citizens. The goals of the ADC workers are exactly the same as those of the Child Welfare Services staffs. The same casework and rehabilitative skills are needed. The same considerations apply if the goal is the re-training of the mother and the reorganization of her family life so that she can make plans to work for the support of her family.

CHILD WELFARE • June, 1961

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An "Office of Family and Child Welfare Services" would put these programs on the positive basis of strengthening family life through casework and other rehabilitative services in behalf of children.

GEORGE H. FINCK

*Director, The Juvenile Welfare
Board of Pinellas County
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The Roles of the Psychiatrist and the Social Worker

To the Editor:

Dr. Littner's article (*CHILD WELFARE*, March 1961) stirs me to comment upon the many articles in social work literature in recent years dealing with the respective roles of psychiatrists and social workers. What impresses me particularly is the frequency with which these roles are defined by a psychiatrist. It would no doubt appear presumptuous for a social worker to write, for example, in the *Journal of the American Psychiatric Association*, of the roles of the psychiatrist (particularly a "limiting" role) and the social worker.

Because of the many excellent articles, papers, etc. which Dr. Littner has presented to social workers throughout the country, it is indeed with mixed feelings that I look to his recent article for examples of the need for social workers to take more responsibility in defining their own professional responsibilities and armamentarium, especially in relation to psychiatry. Yet, as Dr. Littner states, there has been much positive collaborative effort between the two disciplines,

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Social work started through organizations, social agencies, as an expression of the super-ego concerns of the community to "do something" (perhaps anything) about the multitudinous problems besetting their fellowman (and, therefore, "bothering" them). Social work will always, I believe, be in part a reflection of society's super-ego—a concern that "someone do something for or with that guy down the street." The conscience never wins a popularity contest, nor will social work, so long as it remains concerned with those who can't afford the analyst's fee, with those who can't wait on the clinic's waiting list, or with those who are not "motivated" to verbalize at the socio-economic level of the fifty-minute-hour therapist.

So, social work and psychiatry have arrived in the 1960's, at an overlapping of some of their clientele, and some areas of knowledge—but still serve man in quite different capacities. It is *not* new that social workers are confronted with the severest of social pathology and psychopathology; our roots grew in this soil, whether we understood it or not.

One of Dr. Littner's distinctions about the role of the psychiatrist is that "he is trained to function independently" and has a concomitant "responsibility for his own decisions." Yet, some of the better practice today in many fields, including psychiatry and social work, is done in a group, collaborative setting. This is, I believe, where new knowl-

edge is being developed, refined, and organized. Social workers, through a tradition of group, or agency practice, have developed a system of passing along knowledge, particularly through supervision, which has been borrowed in the training of some psychiatrists and psychologists.

Another factor which Dr. Littner cites is that the "psychiatrist has learned to appreciate the totality of the human being . . . of the whole person, both mind and body." I think that social work may be considered an even more holistic approach, encompassing the social (environmental, family, etc.) factors which are also an inextricable part of the psyche and the soma.

We can all agree that the "problem of the untrained social worker is a serious one," yet this does not begin to define a problem of monumental size. Agreement may also be readily obtained on the need for social workers to do more in community education on social work as a skill and a resource to the community. It is relevant to both of these points that social work began in practice, from "doing," before it acquired what is now a complex and rigorous training program. Thus, many of today's "untrained social workers" are not unlike the founders of social work. It is granted that good intentions do not make a professional helping person. However, it remains a fact of life for many adults and children known to social agencies, especially to public welfare agencies, that there are not enough social workers, trained or untrained, to help in regard to even basic necessities of shelter, food, etc., completely aside from the relative luxury of casework treatment. The extension of such services to society will not come about by the differentiation of the trained from the untrained social worker in the public image.

What is occurring within the social work profession, especially within the National Association of Social Workers, is a series of programs specifying standards for beginning and advanced master's degree social workers. This will, no doubt, be beneficial in terms of status, prestige, etc. There will be concomitant community education implications in these developments. It may eventually

clarify, for social work and allied professions, a private practice of social work which is not junior psychiatry. This may be a luxury which our society can ill afford, yet it is one result of the professional strivings of many disciplines in our society. I cannot refrain from commenting, in passing, that there have been physicians and even psychiatrists in private practice who attempt to become amateur social workers (in an area of practice such as adoption, the results can be quite serious).

Dr. Littner's comments on the need for "psychotherapeutic training" for social workers will not sound new to many social workers trained in recent years. Many graduate schools of social work have incorporated this type of training as part of the generic education of the social worker. Many of these social workers have been previously drawn into employment in psychiatric settings, although child welfare is becoming an increasingly welcoming field. Encouragement from such leaders as Dr. Littner will no doubt help draw more such trained social workers to the field of child welfare.

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*Child Welfare Supervisor
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Martinez, California*

Social Work in Italy

To the Editor:

I read with amusement and considerable surprise Jean Charnley's article "An American Social Worker in Italy," published in your January 1961 issue.

I hope you will be kind enough to publish this letter too, not only because I happen to know very well the school of which Mrs. Charnley writes and its Director, but also—and this is perhaps more important—because my office is responsible for the programs of Fulbright scholars in the Italian schools of social work. It is we who, together with the American Commission, must determine whether or not to accept the requests of American candidates who wish to come to our schools as consultants, and we who plan the program of work for them.

Unfortunately, at the time when Mrs. Charnley came to Italy, we had not yet received this assignment, or perhaps we might have spared her some of the "frustrating and comic experiences" which she seems to have gone through.

Mrs. Charnley's talent as a writer was already known to us, but it is even more evident in the brilliant article published by you. If the rest of the book is in the same style, it will make the most amusing reading.

What I would object to, however, is to this book being presented as a serious and well-informed document on our institutions, our culture and our social work methods. Mrs. Charnley spent about five months in Italy and during at least four of them, despite her best will, was unable to communicate except in English or through interpreters. After the usual round of the services, visited by all Fulbright scholars, she read with great difficulty some case records handwritten in Italian in one of our child welfare agencies and finally she gave three lectures to some Rome casework supervisors. Although I myself spent six months in the United States with a UN fellowship and visited schools and agencies both in the North and in the South, speaking certainly not fluent but quite understandable English, I would not dare to write a book or even an article expressing opinions on institutions, schools, social workers, etc. of the U.S.A. Of course this is due to my lesser ability but I fear it is due to Mrs. Charnley's too brilliant qualities as a novelist that she makes such statements as "the nation's laws for the protection of children date back to the Caesars" or here in Italy we hoped for reforms only in terms of decades or centuries, or "the nuns are taught only the easy and obvious in social work" and are not given diplomas, etc., etc.

If there are so many exaggerations and inexact statements in four pages only, I cannot imagine what the rest of the book will be like.

As the recent International Conference of Social Work held in Rome demonstrated, every nation has something to give and something to take in the social work field. We too

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of the study were formulated with the advice of an impressive list of authorities on social security and public welfare, and specialists from a variety of fields including law, research, casework, community organization, industrial relations, and home economics.

The volume containing findings and recommendations contradicts many popular opinions and misconceptions about administration of the Aid to Dependent Children program and characteristics of ADC recipients. These misconceptions are ones which have seriously hampered the ADC program in realizing the basic purpose of strengthening and maintaining family life for dependent children. The findings, to the extent that they are supported in fact and are applicable to other areas of the nation, will be useful to public welfare administrators in improving administrative practices, staff training programs, and rehabilitative services.

The report calls for state and Federal legislation against racial discrimination in employment. Other recommendations include, but are not limited to, the following: Federal and state legislation to extend ADC to all children in need living with any relatives, including both parents, as one means of preserving family unity and reducing the incidence of desertion and illegitimacy; liberalization of the Old-Age, Survivors and Disability Insurance program; research projects on causes and prevention of dependency and illegitimacy, and incorporation of findings in state and local programs; expansion and improvement of the vocational rehabilitation program; expansion and improvement of the Child Welfare Services program to serve more children in their own homes; concentrated attention, at all governmental levels, on low-cost housing needs; and elimination of residence requirements with respect to the Federal grant-in-aid programs. The report also points out lack of availability, and ineffective use of, supportive community resources, both public and private.

The report undoubtedly will stimulate the Cook County Public Assistance agency and all other public assistance agencies to take immediate steps for improvement of internal management, including form and procedural

need help, especially in the fields of social service administration and research. The Fulbright consultants are very welcome and received as a rule with pleasure and confidence. We have had excellent experience with some of them. They were sensible persons who already knew or quickly sensed some of our problems, first and foremost that both public and private social work agencies usually do not want to have foreign consultants and that powerful political, religious and socio-cultural forces, which must be taken into account, influence here social policy especially in all that regards childhood and youth. They also realized that there is not just one Italian culture (the best known in America is that of the peasant South), but several profoundly different cultures which only now, after one hundred years of unity, are beginning to amalgamate and at the same time to transform the country in ways which it is quite impossible to foresee.

DR. EMMA A. FASOLO

Member of the Research and Technical Assistance Division—Administration for Italian and International Welfare Activities (AAI), Rome

BOOK NOTE

Facts, Fallacies, and Future. A Study of the Aid to Dependent Children Program of Cook County, Illinois. Greenleigh Associates, 437 Fifth Avenue, New York 16, New York, 1960. 99 pp., \$2.00. *Addenda*, 149 pp., \$2.00.

This two-volume report, concluding a year's study of the ADC Program in Cook County, Illinois by a welfare consulting firm, is unquestionably "the most extensive and searching study ever undertaken of a local welfare problem in the United States." The study was initiated by the Board of County Commissioners with the appointment of a Citizen's Committee of thirty-five distinguished persons from business, industry, the press, the professions, and public life. The study was financed jointly by the Board of County Commissioners, the Illinois Public Aid Commission, and the Bureau of Public Assistance of the U. S. Department of Health, Education and Welfare. The design and methods

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I hope you will be kind enough to publish this letter too, not only because I happen to know very well the school of which Mrs. Charnley writes and its Director, but also—and this is perhaps more important—because my office is responsible for the programs of Fulbright scholars in the Italian schools of social work. It is we who, together with the American Commission, must determine whether or not to accept the requests of American candidates who wish to come to our schools as consultants, and we who plan the program of work for them.

Unfortunately, at the time when Mrs. Charnley came to Italy, we had not yet received this assignment, or perhaps we might have spared her some of the "frustrating and comic experiences" which she seems to have gone through.

Mrs. Charnley's talent as a writer was already known to us, but it is even more evident in the brilliant article published by you. If the rest of the book is in the same style, it will make the most amusing reading.

What I would object to, however, is to this book being presented as a serious and well-informed document on our institutions, our culture and our social work methods. Mrs. Charnley spent about five months in Italy and during at least four of them, despite her best will, was unable to communicate except in English or through interpreters. After the usual round of the services, visited by all Fulbright scholars, she read with great difficulty some case records handwritten in Italian in one of our child welfare agencies and finally she gave three lectures to some Rome casework supervisors. Although I myself spent six months in the United States with a UN fellowship and visited schools and agencies both in the North and in the South, speaking certainly not fluent but quite understandable English, I would not dare to write a book or even an article expressing opinions on institutions, schools, social workers, etc. of the U.S.A. Of course this is due to my lesser ability but I fear it is due to Mrs. Charnley's too brilliant qualities as a novelist that she makes such statements as "the nation's laws for the protection of children date back to the Caesars" or here in Italy we hoped for reforms only in terms of decades or centuries, or "the nuns are taught only the easy and obvious in social work" and are not given diplomas, etc., etc.

If there are so many exaggerations and inexact statements in four pages only, I cannot imagine what the rest of the book will be like.

As the recent International Conference of Social Work held in Rome demonstrated, every nation has something to give and something to take in the social work field. We too

need help, especially in the fields of social service administration and research. The Fulbright consultants are very welcome and received as a rule with pleasure and confidence. We have had excellent experience with some of them. They were sensible persons who already knew or quickly sensed some of our problems, first and foremost that both public and private social work agencies usually do *not* want to have foreign consultants and that powerful political, religious and socio-cultural forces, which *must* be taken into account, influence here social policy especially in all that regards childhood and youth. They also realized that there is not just *one* Italian culture (the best known in America is that of the peasant South), but several profoundly different cultures which only now, after one hundred years of unity, are beginning to amalgamate and at the same time to transform the country in ways which it is quite impossible to foresee.

DR. EMMA A. FASOLO

*Member of the Research and Technical Assistance Division—
Administration for Italian and International Welfare Activities (AAI), Rome*

BOOK NOTE

Facts, Fallacies, and Future. A Study of the Aid to Dependent Children Program of Cook County, Illinois. Greenleigh Associates, 437 Fifth Avenue, New York 16, New York, 1960. 99 pp., \$2.00. *Addenda*, 149 pp., \$2.00.

This two-volume report, concluding a year's study of the ADC Program in Cook County, Illinois by a welfare consulting firm, is unquestionably "the most extensive and searching study ever undertaken of a local welfare problem in the United States." The study was initiated by the Board of County Commissioners with the appointment of a Citizen's Committee of thirty-five distinguished persons from business, industry, the press, the professions, and public life. The study was financed jointly by the Board of County Commissioners, the Illinois Public Aid Commission, and the Bureau of Public Assistance of the U. S. Department of Health, Education and Welfare. The design and methods

of the study were formulated with the advice of an impressive list of authorities on social security and public welfare, and specialists from a variety of fields including law, research, casework, community organization, industrial relations, and home economics.

The volume containing findings and recommendations contradicts many popular opinions and misconceptions about administration of the Aid to Dependent Children program and characteristics of ADC recipients. These misconceptions are ones which have seriously hampered the ADC program in realizing the basic purpose of strengthening and maintaining family life for dependent children. The findings, to the extent that they are supported in fact and are applicable to other areas of the nation, will be useful to public welfare administrators in improving administrative practices, staff training programs, and rehabilitative services.

The report calls for state and Federal legislation against racial discrimination in employment. Other recommendations include, but are not limited to, the following: Federal and state legislation to extend ADC to all children in need living with any relatives, including both parents, as one means of preserving family unity and reducing the incidence of desertion and illegitimacy; liberalization of the Old-Age, Survivors and Disability Insurance program; research projects on causes and prevention of dependency and illegitimacy, and incorporation of findings in state and local programs; expansion and improvement of the vocational rehabilitation program; expansion and improvement of the Child Welfare Services program to serve more children in their own homes; concentrated attention, at all governmental levels, on low-cost housing needs; and elimination of residence requirements with respect to the Federal grant-in-aid programs. The report also points out lack of availability, and ineffective use of, supportive community resources, both public and private.

The report undoubtedly will stimulate the Cook County Public Assistance agency and all other public assistance agencies to take immediate steps for improvement of internal management, including form and procedural

simplification, and improved personnel practices. This will be a bootstrap operation, considering the inadequacy of appropriate national standards against which public welfare agencies may measure performance. The report also should encourage efforts toward constructive legislation, through better public understanding and determination to overcome economic dissipation and waste of human resources. The financing and staffing of the desired welfare, health, educational, and rehabilitation services to capitalize on the potentials for self-support and independence of the ADC parent will be difficult to achieve. Perhaps another avenue to explore more vigorously should be the development of jobs at living wages for unskilled and marginal laborers, to the end that the problems of the residual dependent group would reach manageable proportions.

Volume II, the addenda, presents certain findings of the report in greater detail. Information selected for the supplement is intended, in large part, for use of various segments of the community. This document, of course, is of most value when read as a supplement to the report. A vast amount of information about the characteristics of ADC recipients has been assembled and correlated as a basis for determining the rehabilitation potential of these families, and the measures necessary to achieve the goal of rehabilitation. The absence of some information about methods and questionnaires, particularly with reference to the employee attitude survey and interviews with ADC parents, will disappoint public welfare administrative and technical staff who would most stand to gain from such knowledge. It is assumed, however, that the objectivity implicit in the conduct of such a study by a private management consulting firm will enhance public acceptance of the findings and recommendations. The Cook County Board of County Commissioners, and the State and County Public Aid Commissions and staffs, deserve the thanks of the entire public assistance field for this extensive study of public welfare's number-one problem.

JEANNE JEWETT

Administrator

Oregon State Public Welfare Commission

Lichty

(continued from p. 11)

general agreement that an independent foster home program should have both a preventive and a protective function beyond licensing. The best means to evaluate the parents' ability or inability to function independently, and to determine if a child is likely to be neglected by his parents if they move ahead with an independent placement, is for the agency to review placement plans with the parents before offering licensed homes. However, if the agency finds the child already in independent placement, the parents should be contacted and helped to see what placement means to their child and to themselves.

Service should be available to the extent that the situation requires, from the point of view of parents' and foster parents' needs and the welfare of the child. In terms of the large number of children involved as well as of the problems presented, development of service for independent homes and for the parents and children using them should be a matter of urgent concern.

When parents do not want service, the agency must nevertheless take the initiative in helping them understand the meaning of separation, and later, after placement, must continue to help the parent remain closely related to the plan they have made for their children.

Some of the relationships, attitudes and techniques seen in independent boarding should be isolated and studied more thoroughly so that their positive aspects may be incorporated in the philosophy and procedures of the placement agency.

Independent boarding was accepted by this workshop group as a reality, and as a legitimate area of child welfare concern. It was the consensus that this subject should be pursued in spite of very real problems of priority, of poor legislation, and of community apathy or our own as yet not fully crystallized objectives. During the workshop, independent boarding was moved out of the realm of the "twilight zone." However, this better perspective is only a first step in meeting the problems and establishing goals for the protection of large numbers of children who will continue to live in independent boarding homes throughout the country.

CLASSIFIED PERSONNEL OPENINGS

Classified personnel advertisements are inserted at the rate of 15 cents per word; boxed ads \$7.50 per inch; minimum insertion \$3.00. Deadline for acceptance or cancellation of ads is **sixth** of month preceding month of publication. Ads listing box numbers or otherwise not identifying the agency are accepted only when accompanied by statement that person currently holding the job knows ad is being placed. **Please note that Child Welfare will not be published in July and August this year. New ads, revisions and cancellations for the September issue should reach us by August 6.**

CASEWORKER: Intensive case-work with 28 emotionally disturbed children in small cottage type institution. Ages 6-14. Good supervision, psychiatric consultation. MSW required, psychiatric experience desired. Salary \$5328-\$6492. Private nonsectarian, multi-service agency. Arizona Children's Home Assn., P.O. Box 7277, Tucson, Arizona. Helen E. Miller, Director of Children's Services.

ADOPTION WORKER. Immediate opening for MSW with or without adoption experience. 35 hr. wk. Fee and auxiliaries financed. Salary commensurate with experience—minimum \$5700. Maximum open. Beautiful San Joaquin Valley area. Contact William J. Freni, Director of Casework, Infant of Prague Adoption Service, 640 E. Franklin Ave., Fresno, Calif.

CASEWORKERS—Several immediate openings for mature, flexible, competent persons. Challenging work situation. Required: MSW, with or without experience in child or family welfare agency. Salary related to applicant's qualifications. Fringe benefits. Write: The Adoption Institute, H. Gordon MacKay, Executive Director, 1026 S. Spaulding Ave., Los Angeles 19, Calif.

LOS ANGELES—Openings for two caseworkers with graduate training in expanding family and child welfare agency—multiple services including marital counseling, unmarried parents, financial assistance, child placement in foster home care and group care, psychiatric consultation. Highly qualified supervision. Standard personnel practices. Opportunities for advancement. Salary, \$5712-\$7980 depending on training and experience. Write: Rev. William J. Barry, Assistant Director, Catholic Welfare Bureau, 1400 W. 9th St., Los Angeles 15, Calif.

CASEWORKER II or III (male preferred). In parent-child guidance service to families with troubled boys, aged 6 to 18, primarily youthful offenders. Psychiatric and psychological consultation available. MSW required. II—\$5712-\$7140; III—\$6384-\$7980, five step plan, salary commensurate with experience. Social Security, retirement, health insurance. Milton L. Goldberg, Executive Director, Jewish Big Brothers Association, 590 N. Vermont Ave., Room 366, Los Angeles 4, Calif.

CASEWORKERS (2) for psychiatrically oriented Jewish child placement service. Responsible for casework services to children in cottage placement, including one position open in a residential treatment unit for younger children and limited foster home case load. Excellent psychiatric and psychological staff. MSW required. Retirement plan, Social Security, excellent personnel practices, car allowance, participation in health plan. Good supervision. Salary range: Caseworker II, \$476-\$595; Caseworker III, \$532-\$665. Karl Freeman Glou, Vista Del Mar Child-Care Service, 3200 Motor Avenue, Los Angeles 34, Calif.

CASEWORKER II or III for multiple-function child placement agency to be responsible for cottage placed and foster home placed children and their families. Psychiatric orientation, excellent supervision, MSW required. Retirement plan, Social Security and good personnel practices, health insurance, member CWLA. Salary: Caseworker II, \$476-\$595; Caseworker III, \$532-\$665. Vista Del Mar Child-Care Service, 3200 Motor Ave., Los Angeles 34, Calif.

CASEWORKERS—Are you interested in a stimulating experience with opportunities for advancement? Do you enjoy mountains, beach or desert? Our good personnel policies enable you to do both. Private statewide adoption agency has some openings in various parts of California. Salaries: Caseworker I \$4836-\$6384. Caseworker II \$5400-\$7140. Caseworker III \$6036-\$7980. Write to: Miss Virginia Spiers, Assistant Program Director, Children's Home Society of California, 3100 W. Adams Blvd., Los Angeles 18, Calif.

HOLLYGROVE CHILDREN'S HOME, male caseworker, preferably MSW, but would consider 1 year, to treat children and parents. Live out, excellent working conditions, experienced supervision; psychiatric consultation. Salary \$6000. Call Miss Margaret Ingram, HO 3-2119, 815 No. El Centro Ave., Los Angeles 38, Calif.

EXPANDING PROGRAM: Developing demonstration project in services to youth and families using community organization skills. High professional standards, MSW, plus acceptable experience. Salary commensurate with experience. Write: Margaret E. Robbins, Acting Executive Director, Community Planning Council, 118 South Oak Knoll Avenue, Pasadena, Calif.

SOCIAL WORKER V—OPTION 3. Three vacancies in child psychiatric work. Requires MSW and 3 years' experience within past 10 years in a clinical setting. Salary \$6588-\$8232. Contact San Mateo County Civil Service Commission, Court House, Redwood City, Calif.

IMMEDIATE OPENINGS for child welfare services worker in adoptive and natural parent programs. Salary range: \$5604-\$6804. Two years' graduate study requirement with substitution of experience for second year acceptable. Child welfare division, Sacramento County Department of Social Welfare, 921 10th St., Sacramento, Calif.

CHILD WELFARE SERVICES WORKERS for Southern California county. Opportunities in adoption included. Worker II (\$5718-\$6900) requires year's graduate study in social work and 2 years' experience or 2 years' graduate study. Worker I (\$5142-\$6192) requires 1 year's graduate study in social work. Paid vacation and sick leave, part-paid health insurance, liberal retirement benefits. County Personnel, Courthouse, San Bernardino, Calif.

SUNNY SAN DIEGO: EXECUTIVE DIRECTOR. Progressive residential program for adolescent boys and girls. Private children's institution with open program designed for therapeutic group living. Accommodates 32 boys and 24 girls. Requires M.A. from accredited school of social work; case-work experience preferably with emotionally disturbed adolescents; demonstrated ability to plan, organize and direct work of professional and household staff. Salary range \$779-\$1044. Beginning salary commensurate with experience. Nonresident position. Apply Mrs. A. Whelan, 4285 3rd Ave., San Diego, Calif.

FAMILY AND CHILD WELFARE WORKERS. Highest professional standards. Can appoint at a starting salary up to \$6690, according to training and experience. Executive Director, Catholic Social Service, 1825 Mission St., San Francisco 3, Calif.

CHILD WELFARE WORKERS II \$6024-\$7320 for family and children's work. Santa Clara County Welfare Department. Progressive agency in fast growing metropolitan area, south of San Francisco Bay. Fine climate. Liberal benefits. MSW preferred. Also, **CHILD WELFARE WORKER I** \$5460-\$6635. One year of graduate training. Also, **SOCIAL WORKER II** \$5196-\$6324. AB and 1 year of social work experience. Write

Mrs. Virginia Sachs, Staff Development Officer, 45 W. St. James St., San Jose, Calif.

CASEWORKER (female) MSW, to supervise foster home placement. Caseload 20-25 children, majority under 12 years. Salary range \$4909-\$7186. Fringe benefits. Also, **HOMEFINDER** (fall opening) to study foster and adoptive homes in expanding program. MSW, experience desirable. Salary range \$4909-\$7186. Write: Mrs. Mary D. Gay, Woodfield, 1899 Stratfield Rd., Bridgeport 4, Conn.

CASEWORKERS. Private, non-sectarian, child-placing agency provides residential treatment for emotionally disturbed children in own institution and agency operated group home; adoption service; counseling with unmarried mothers; foster home and emergency foster care services. Required: MSW. Salary range: \$4800-\$7500. Starting salary dependent on experience. Oscar D. Weiner, Executive Director, Children's Center of New Haven, 1400 Whitney Ave., Hamden 17, Connecticut.

PROGRAM DIRECTOR. Assist supervisor of cottage life in residential treatment facility for disturbed school-age children; supervise recreation and group workers; coordinate leisure-time activities with other departmental efforts; casework, psychiatry, music therapy, cottage living, food service, etc; recruit and direct volunteers; share "on-duty" coverage. Institution is one of our services—others are foster home, emergency foster care, adoption and counseling with unmarried mothers. Private, nonsectarian agency, member CWLA. Salary range \$5400-\$8100. Starting salary may be above minimum, depending on experience. May live off grounds. Prefer MSW in group work or casework with appreciation for group work methods. Oscar D. Weiner, Executive Director, Children's Center, 1400 Whitney Ave., Hamden 17, Conn.

CASEWORKER in multiple family and children's agency. Social Security, retirement, and health benefits. Member FSAA and CWLA. Salary range: \$4800-\$7000. Apply to Jacob Little, Jewish Social Service, 91 Vine St., Hartford 12, Conn.

CASEWORKERS in private, non-sectarian, statewide agency providing family counseling; boarding, day care and adoption home placements; comprehensive services to unmarried mothers; residential treatment for emotionally disturbed children; and protective services. Controlled case loads, excellent supervision, psychiatric consultation, student training program. MSW required. \$4800-\$7000. Initial salary based on qualifications. C. Rollin Zane, Executive Director, Children's Services of Connecticut, Inc., 1680 Albany Ave., Hartford 5, Conn.

SUPERVISOR of district office located in Norwalk, Conn. Staff of 3 fully-trained, experienced caseworkers. A private, statewide, multiple-service agency offering family service, foster home care and services to unmarried mothers in this office. Adoption placement and residential treatment service for emotionally disturbed children available within agency. Excellent personnel practices. Salary range \$6000-\$8100. Initial salary dependent on experience. Requirements: Master's degree in social work with at least 3 years' experience in supervision. Apply to C. Rollin Zane, Executive Director, Children's Services of Connecticut, 1680 Albany Ave., Hartford 5, Conn.

SUPERVISOR OF CASEWORK: Family and Child Care Agency—Qualifications include professional education and experience in casework practice and supervision of qualified staff with psychiatric consultation. Agency functions: family casework, foster care of children, service to unwed parents and adoption. The responsibilities include directing casework services and student program with related community and administrative activities. Salary commensurate with good practice and current standards. Social Security and retirement benefits. For further details of position write: Miss Jane K. Dewell, District Secretary, The Diocesan Bureau of Social Service, 478 Orange St., New Haven 2, Conn.

CASEWORKERS Diversified cases; marital counseling; parent-child relationships; unmarried mothers; adoptive program. Sound personnel practices. Reverend John J. Reilly, Associate Director, Diocesan Bureau of Social Service, 259 Main St., New Britain, Conn.

EXECUTIVE DIRECTOR for small private adoption agency offering services to unmarried mothers and foster home placement. Interested, active board. Requirements: MSW and demonstrated supervisory and administrative experience. Salary dependent on qualifications. Write: Mrs. Frank Smith, Pierce-Warwick Adoption Service, 3525 Davenport St., N.W., Washington 8, D. C.

CASEWORKERS—An opportunity to live and work on Florida's Gold Coast in a small multi-function child and family agency. Immediate opening for experienced adoption workers. Good personnel practices. Active board. Opportunity for advancement in an expanding program. Starting salary \$5000-\$7000 based on experience. Write: Father Bryan O. Walsh, Catholic Welfare Bureau, 395 N. W. First St., Miami 36, Fla.

CASEWORKER for work with unwed mothers in residential setting. MSW required. Prefer professional experience to include some work in this field. Salary commensurate with qualifications. Apply Executive Director, Florence Crittenton Home, Box 10493, St. Petersburg 33, Fla.

COTTAGE SUPERVISORS, psychoanalytically oriented. Psychiatric residential treatment center. MSW—group worker or caseworker, minimum experience 2 years, supervisory experience desirable, 30 children in institution—6 children, 4-5 staff per cottage. Intensive residential treatment, psychotherapy, casework parents, and educational program. Supervisor develops therapeutic cottage program including recreation, coordinates child's total treatment, works with parents around reality and interpretation, develops resources in community. Supervision and psychiatric consultation. Salary from \$500. per month, Civil Service. Write Ralph Abramowitz, Director, William Healy School, 1735 W. Taylor St., Chicago 12, Ill.

CASEWORKER for Episcopal child placement agency—foster care and adoptions. Member CWLA and National Health & Welfare Retirement Assn. Master's degree preferred. Appointment salary according to qualifications. St. Mary's Home for Children, 5741 N. Kenmore Ave., Chicago 40, Ill.

CASEWORKER: Multi-service agency serving families and children in community of 200,000. Opportunity for broad experience in practice and program development in a setting characterized by youthful and enthusiastic community leadership. MSW required. Salary range from \$5100. Write Edward Ebert, Executive Director, Family and Children's Service, 313 South-east 2nd St., Evansville, Ind.

SUPERVISOR OF CASEWORK—family and children's agency in progressive community. Member of CWLA and FSAA. Agency provides family casework, homemaker service, foster care, service to unmarried parents and adoption. Salary range, \$7200-\$10,200. Qualifications include MSW and experience in family or children's casework. Social Security and retirement. Write to Miss Margaret Winchell, Executive Director, Family and Children's Service of Fort Wayne, Inc., 2424 Fairfield Ave., Fort Wayne, Ind.

CAMPUS LIFE DIRECTOR (male) in small institution serving 45 dependent or somewhat disturbed children of school age. progressive program includes casework, psychological tests, psychiatric consultation, tutoring, supervision of activities of children, opportunity for administrative training, community liaison in sponsoring groups. Experience in group care desirable. Appropriate A.B. degree required. Salary \$4000-\$5000 depending on qualifications, plus housing allowance. Opening now. Write Indiana Methodist Children's Home, Lebanon, Ind., John A. Roadley, Administrator.

PSYCHIATRIC SOCIAL WORKER: Development of program creates immediate opening for caseworker in 3 cottage residential treatment center serving 25 school age children. Good psychiatric supervision, urban university community, 4 weeks paid vacation annually. Requires MSW with either psychiatric sequence or experience with emotionally disturbed. Beginning salary based on experience and NASW standards. Beloit Lutheran Children's Home, P.O. Box 272, Ames, Iowa.

CASEWORKERS (2). For child care and placing agency serving state through a 5 branch structure.

Services: unwed mother, children in own homes, foster boarding homes and adoptive homes. Psychiatric consultation. 13 trained social workers currently on staff. Student program. MSW required, Protestant. Salary range \$5400-\$7000. Moving expense allowance provided. Social Security and NHW retirement plan. Write to Mr. Arthur K. Marck, Executive Director, Lutheran Welfare Society of Iowa, Inc., 2302 University Avenue, Des Moines 11, Iowa.

EXECUTIVE—small children's institution. Good personnel practice committee—Chest affiliated. Qualifications: Man preferred, graduate training, child welfare experience. Salary range \$7500-\$9000. May appoint at above minimum depending on qualifications. Contact: Covington Protestant Children's Home, Covington, Kentucky.

CASEWORKER wanted for progressive agency in Bangor, Maine. Agency offers services to unmarried mothers with an adoption program. Well endowed agency with 58 years of service to community. Requirements MSW or 1 year of graduate work with several years' experience. Good personnel practices. Agency offers contributing retirement plan and Social Security. Salary commensurate with qualifications. Write Mrs. Katherine R. Davison, Executive Director, Good Samaritan Home Association, 276 State St., Bangor, Maine.

PSYCHIATRIC SOCIAL WORKER for expanding staff of 35-bed residential treatment center for emotionally disturbed adolescents. Treatment of children and parents. Possibility of student supervision. Consultation and supervision by psychiatrist. Salary to \$6800 commensurate with training and experience. Harry Finkelstein, Executive Director, Children's Home of Baltimore, Inc., 1301 Woodbourne Avenue, Baltimore 12, Md.

CASEWORKER: For treatment program for emotionally disturbed children. Caseload 12-15 children in foster family care. Works closely with psychiatric consultant. Excellent personnel practices. MSW required. Salary range \$5000-\$7500. Beginning salary dependent on qualifications and experience. Family and Children's Society, 204 W. Lanvale St., Baltimore 17, Md.

CHILD WELFARE CHIEF.

Vacancy with State Department of Public Welfare in Baltimore for "Chief, Child Welfare Bureau." Will direct Division of Training Schools, Division of Consultant and Preventive Services and Division of Child Welfare Standards. Requires MSW and at least 10 years' paid employment in progressively responsible work with neglected and delinquent children including 6 years' executive, supervisory or consultant responsibility. Salary \$10,620-\$13,276. For applications write to Commissioner of Personnel, 301 W. Preston St., Baltimore 1, Md.

CHILD PLACEMENT WORKER with MSW and preferably with qualifying experience. Duties include child placement and recruitment and development of foster family homes to care for emotionally disturbed children. Agency serves growing metropolitan area. Is member CWLA and FSAA. Offers sound personnel practices, excellent working conditions, stimulating supervision, psychiatric consultation. Salary range \$4800-\$7500. Can appoint according to qualifications. Mrs. Clayland A. Williams, Director, Children's Aid and Family Service Society of Baltimore County, 303 W. Chesapeake Ave., Towson 4, Md.

CASEWORKERS MSW (2) for Children's Service Department of multiple function agency offering foster care, work with adolescents, unwed parents. Clinical psychologist on staff. Psychiatric seminars and consultation. Good personnel practices; Social Security, retirement, sabbatical leave. Salary range \$5000-\$7300. Dora Margolis, Executive Director, Jewish Family and Children's Service, 6 North Russell St., Boston 14, Mass.

CASEWORKER. Key agency serving medium-size industrial and suburban area. Member FSAA and CWLA (provisional). Professional staff of 4. Psychiatric consultation available. Convenient access to Boston's top professional resources and nearby vacation land. MSW required, experience preferred. Salary range \$4800-\$7600 with 5% increments. Can start as high as \$5400. John C. Baird, Executive

Director, Children's Aid and Family Service, 47 Holt St., Fitchburg, Mass.

CASEWORKER. Agency increasing staff, better to serve community of 100,000, contiguous to Boston, with family casework, child placement, maternity and adoptive service. MSW required. Minimum salary \$5000. Psychiatric consultation. Contact Somerville Catholic Charities, 190 Highland Ave., Somerville, Mass.

CASEWORKER, Male preferred—MSW. Case load of emotionally disturbed children in nationally known, treatment oriented residential care setting. Excellent supervision and personnel practices. Unusual opportunity for beginning or experienced person. Salary range: \$5150-\$7550 with annual merit increments. Placement above the minimum possible depending on qualifications. Position available summer 1961. William Wilson, Methodist Children's Home Society located at beautiful Children's Village, 26645 West Six Mile Road, Detroit 40, Mich.

DIRECTOR OF CASEWORK SERVICES: For child welfare agency providing adoption and unmarried mothers services, supervised foster home care, and residential group care (in children's village). Professional staff includes 2 casework supervisors, 10 caseworkers, 2 group workers, 2 teachers, psychiatric consultant, and nurse. Responsibilities include overall planning, coordination and direction of social services. M.A. and appropriate experience required. Agency is member of CWLA and is deeply interested in providing a high quality of service. Salary range \$6800-\$8850; starting salary dependent upon experience. Apply to Clayton E. Nordstrom, Executive Director, Methodist Children's Home Society, 26645 W. Six Mile Rd., Detroit 40, Mich.

COTTAGE-LIFE SUPERVISOR for Children's Village, a cottage-plan institution providing care and treatment for 60 school-age children. Duties include: planning, supervising, and coordinating cottage-living program; training and supervising houseparents; related administrative duties. Children's Village has excellent resources and well-developed, coordinated casework-groupwork-cottage living program. Agency is member of CWLA. M.A. required. Salary com-

mensurate with experience. Modern ranch style home with utilities provided. Social Security, retirement, 4 weeks' vacation. Write Clayton E. Nordstrom, Executive Director, Methodist Children's Home Society, 26645 W. Six Mile Rd., Detroit 40, Mich.

CASEWORKERS: Family and child welfare MSW required—good supervision—psychiatric consultation, hospitalization and retirement. Beginning salary \$5800-\$7500. Moving expenses paid. Catholic Service Bureau, 202 Association of Commerce Bldg., Grand Rapids 2, Mich.

CASEWORKER: Challenging opportunity for person with growth potential in private nonsectarian adoption agency. Excellent supervision. Some travel with headquarters in Omaha, a city of fine homes, excellent schools, a center of music and art, outstanding medical center, sports of all kinds and friendly people. Salary open. Write: Randall C. Biart, Executive Director 3549 Fontenelle Boulevard, Omaha 4, Nebr.

NEVADA STATE WELFARE DEPARTMENT has opening for District Director I, \$464-\$562 (Winnemucca, Hawthorne, Lovelock). Two years' graduate training plus 2 years' experience (or any equivalent combination of graduate training and experience). Appointment may be above the minimum step depending upon qualifications. Residence waived. U. S. citizenship required. For particulars write Nevada State Welfare Department, State Capitol, Carson City, Nev.

ADOPTION WORKER—

New and expanding Catholic agency. Excellent opportunity for experienced child welfare worker with ability to work independently to help develop new adoption and foster home finding program. Applicants must have completed graduate training from an accredited school of social work and must have a minimum of 4 years of experience. Can appoint at \$6000. Kate Curran, Director, Catholic Family Service, Box 1290, Las Cruces, New Mexico.

CASEWORKER—MSW—for private, nonsectarian institution serving emotionally disturbed children. Foster care program in conjunction with group facility. Psychiatric consultation, new building. Salary \$5000 start. National Health and Welfare Association benefits. Write: Loretta L. Sander, Casework Supervisor, Camden Home for Children and SPCC, 1656 Kaighn Avenue, Camden 3, N. J.

CASEWORKER — Family and children's agency. Member FSAA and CWLA, with excellent reputation and financial support. One half hour from New York City. Program provides family casework, children's services, including adoption and work with unmarried mothers. Psychiatric consultation and student training. Good personnel practices, retirement, Social Security, major medical. MSW required, family, children's or clinic experience preferred. Appointment salary based on qualifications and experience, within \$5000-\$10,000 range. Phone Pilgrim 6-0800 or write Eugenia Stogdale, Executive Secretary, Family and Children's Society, 60 S. Fullerton Ave., Montclair, N. J.

CASEWORKER (FEMALE) To serve as practicing member of administrative staff of a progressive foster group care program for disturbed or neglected children. Nonsectarian, interracial. Duties include primary responsibility for adolescent girls. Community: stable, with marked cultural growth. Salary: open; base \$5000. Write John McPherson, Director Susquehanna Valley Home, Binghamton, N. Y.

CASEWORKER — Immediate opening for trained caseworker, with no experience in temporary shelter and day treatment center for children under 6. Milton Willner, Assistant Director Infants Home of Brooklyn, 1358-56th Street, Brooklyn 19, N. Y.

CASEWORKER for unmarried mother service within an agency providing total service including adoption: **COORDINATING SUPERVISOR** for priest centered marriage counseling clinic. Both positions require MSW. Appointment in \$5000-\$7000 range depending on experience. Contact

Anthony K. Kaye, Administrative Director of Casework, Catholic Charities of Buffalo, 525 Washington St., Buffalo 3, N. Y.

ADOPTION WORKERS: Opportunity to work in New York City with a service exclusively devoted to placement of children in adoptive homes. Variety of programs includes placement of older children, handicapped children, intercountry adoptions, as well as infants. Good supervision and psychiatric consultation. Opportunity to learn supervision. MSW required. Salary to \$7100, depending on experience. Apply Rev. G. Howard Moore, Catholic Home Bureau, 122 E. 22nd St., New York 10, N. Y.

CASEWORKER: Foster care services and family counseling. Excellent supervision, psychiatric consultation and seminars. Opportunities for specialized case loads and professional advancement. Required MSW. Salary \$5200-\$8000. Increment at 5%. Substantial personnel benefits. Elizabeth Stringer, Assistant Director, Foster Care Services, The Children's Aid Society, 150 E. 45th St., New York 17, N. Y. MUrrayhill 2-9040.

INSTITUTIONAL DIRECTORS and house parents. We specialize in the placement of administrative personnel for child care institutions. **GERTRUDE R. STEIN, INC.**, Vocational Service Agency, 64 W. 48th St., New York City.

CASEWORKER—Services to unmarried parents, temporary boarding care, adoption. Total intramural program including own maternity home, psychiatric panel, adoption of children with special needs, etc. Write for agency brochure and technical papers. MSW required. Salary range \$5200-\$7540. Carl Schoenberg, Louise Wise Services, 10-12 E. 94th St., New York 28, N. Y. TRafalgar 6-3050.

TWO CASEWORKERS for unwed mother, adoption work. Multifunction nonsectarian, 17 trained staff, CWLA and FSAA. Can appoint to \$5000. Immediate positions. Robert B. Hill, Child and Family Service, 728 James St., Syracuse, N. Y.

CHILDREN'S SUPERVISOR for department of 5 trained workers in combined agency. Unwed mother, foster care, adoption experience necessary. CWLA and FSAA. Salary to \$7000 based on experience. Robert B. Hill, Child and Family Service, 728 James St., Syracuse, N. Y.

CASEWORKERS: Openings for professionally qualified caseworkers in an expanding agency offering casework services to unmarried mothers, children in foster care and adoptive couples. Excellent supervision, staff development opportunities, and opportunity to work closely with other disciplines: psychiatry and psychology. Good personnel practices. Salary \$5000-\$6800, with merit increments to \$7300 for outstanding performance. Helen Montgomery, Spence-Chapin Adoption Service, 6 E. 94th St., New York 28, N. Y.

CASEWORKER, for small, rapidly developing treatment center for disturbed children ages 5-12. Work with parents and child therapy. Psychiatric supervision, small case load. Begin \$5600. MSW, some experience; references. Open around or before June 1. Write John W. Baughman, Director, Alexander Home, 1252 E. Blvd., Charlotte 3, N. C.

CASEWORKER — Family and children's agency. CWLA member. Diversified caseload; dynamic program. Good opportunity for advancement. Student training program Western Reserve University. Regular psychiatric consultation. Required: MSW. Range \$5400-\$7200. Social Security and Retirement. Paid Hospitalization. John Kelleher, Executive Secretary, Catholic Service League, 138 Fir Hill, Akron 4, Ohio.

SUPERVISOR — CHILD CARE. Family and children's agency. CWLA member. Professional staff. Regular psychiatric consultation. Student training program Western Reserve University. Required: MSW and supervisory experience, preferably in adoption. Start to \$7200. Social Security and Retirement. Paid hospitalization. John Kelleher, Executive Secretary, Catholic Service League, 138 Fir Hill, Akron 4, Ohio.

CHILDRENS SERVICE SUPERVISOR AND (2) CASEWORKERS. Opportunity for experienced supervisor and (2) caseworkers, beginners satisfactory. Multiple service agency providing personal and family counseling, child placement, adoption and homemaker service. Professional staff of 21. Progressive, expanding program. Differentiated caseloads. Psychiatric consultations. Sound personnel practices. Retirement and Social Security. MSSW required. Salary: caseworkers \$5000-\$8560, supervisor \$7300-\$8900. Childrens service supervisor — position requires a skilled supervisor with experience in work with unmarried mothers, children in foster and adoptive homes and adoption studies. Assignment includes supervision of 5 caseworkers and a case aide. Appointment to \$8000. Caseworkers (2) One child-care worker responsible for caseload involving casework with parents and unwed mothers, supervision of children in foster and adoptive homes, some adoption studies or adoption studies exclusively. Second caseworker to carry caseload involving marital and personal counseling, parent-child relationship problems, and homemaker service. Thelma K. Flower, Executive Director, Family Service Society, 90 N. Prospect St., Akron 4, Ohio.

ADOPTION SUPERVISOR in large multiple-service children's agency, psychiatric consultation, inservice training, supervision. Excellent public retirement plan. Require MS and 4 years' experience in child welfare. Salary based on qualifications. **CASEWORKERS I and II** in child placing and home-finding. Opportunity to improve on job through above listed media and seminars. Apply Director, Child Welfare Division, 2505 Cedar Ave., Cleveland 15, Ohio.

IF YOU ARE A SOCIAL WORKER with at least 5 years' case or group experience in child welfare, here is an interesting and rewarding opportunity with a challenging yet stable future. The Florence Crittenton Residential Home for Unwed Mothers in Cleveland, Ohio is seeking a director for the home. Home established in 1911; located in the large house of one of Cleveland's fine old estates; governed by board of trustees, 7 men and 8 women; staffed with registered nurses, housemothers and administrative

assistants; assisted by excellent volunteer help through 4 active chapters; medical care provided by nearby hospital of one of the country's outstanding clinics; home close to Cleveland's unique cultural center of art, music and education; within easy access to Cleveland's nationally famous residential areas. Director may live off-campus. Duties include responsibility for home operation, direction of staff, and concern for casework with unwed mothers. Give complete personal history and experience with application. Descriptive folder on home will be sent on request. Write Mr. Robert Sipes, 8615 Euclid Ave., Cleveland 14, Ohio.

CLINICAL SOCIAL WORKERS

COMPREHENSIVE CARE UNIT in new out-patient department, serving children with birth deformities, orthopedic handicaps, and nervous system difficulties. Opportunity to work concurrently with specialized professional team. Emphasis is placed on casework, group work and rehabilitation, and lends itself to teaching, research and community organization projects. Psychiatric consultation is integrated within the staff evaluation and development program. **OBSTETRICAL UNIT (2)** in new out-patient department. Casework service stresses prevention and rehabilitation for the teen age unmarried mother and father, and related best plan for child. Psychiatric consultation is integrated within the staff-education development program. **TUBERCULOSIS HOSPITAL, (60 bed)** Male or Female. Casework services are related to patient activities, teaching, rehabilitation, and wide-spread community medical program. Psychiatric and medical group work consultation are available. Salary range, \$5040-\$6300. Annual merit increases. Write: Miss Antonia R. Kurent, Director, Social Service Cleveland Metropolitan General Hospital, 3395 Scranton Rd., Cleveland 9, Ohio.

OPPORTUNITY for supervisor-senior caseworker interested in intake and family counseling. Agency with FSAA and CWLA memberships, offers flexible, expanding program, bright new facilities, good personnel policies. Salary range up to \$8000. Write Howard Hush, Family and Children's Service Association, 184 Salem Ave., Dayton 6, Ohio.

UNIT SUPERVISOR for the girls department at Bellefaire, residential treatment center in Cleveland. Department Head of decentralized institution. Integration and planning of children's treatment program in conjunction with caseworkers and psychiatrists. Inservice training program in process. Salary dependent on experience. Woman caseworker or group worker (MSW) with experience in this or related field. Apply to: Morris F. Mayer, Resident Director, Bellefaire, 22001 Fairmount Blvd., Cleveland 18, Ohio.

CASEWORKERS AND SUPERVISORS with professional training needed for public child welfare agency. Standard personnel practices and salaries, developing program. **GROUP WORKER, MSW**, for campus activities program. Richard Allaman, Executive Secretary, Montgomery County Child Welfare Board (Shawen Acres), 3304 N. Main St., Dayton 5, Ohio.

LUTHERAN child care agency has 2 positions open for professionally qualified social workers. Multiphase program including foster home, group home and an institution serving emotionally disturbed adolescents. Psychiatric consultation; caseload 15-18. Starting salary \$5400 plus fringe benefits. University town near Dayton-Columbus. Rev. Carl E. Thomas, Oesterlen Home, Springfield, Ohio.

SUPERVISOR very soon for recently merged private children's and family agency, doing adoptions placement and family casework. Responsible 5 or 6 workers. Possibility alliance with school of social work. Beginning salary \$7120. Children's and Family Service, 308 Wick Bldg., Youngstown, Ohio.

SUPERVISOR OF CASEWORK, SUPERVISOR, CASEWORKERS, SUPERVISOR OF INSTITUTION. Multiple function agency, including family counseling, boarding, day care and adoption placement. Psychiatric consultation, student training program. Good personnel practices, hospitable community, retirement plan. Caseworker salary \$5400 or higher; salary for supervisors open, depending on experience. MSW required. Udell La Victoire, Executive Director, Sunbeam Home and Family Service, 511 S.W. 2nd St., Oklahoma City 4, Okla.

DIRECTOR—Marion County Juvenile Department. County population 120,000. Equable climate—seat of capitol of Oregon in the heart of beautiful Willamette Valley. Voter approval last November of \$375,000 for juvenile court and detention facility with construction within next year. Domestic Relations Court. Present staff 14. Requirements: At least 5 years' combined experience in social work, juvenile probation, institution or family court fields. Must have at least 3 years' experience as supervisor or administrator. MSW—present salary scale will be \$6684-\$8160, being reclassified. Starting salary will be based on experience. Paid vacation. Inquiries received until May 25, 1961. For information write to Joseph B. Felton, Circuit Judge, Marion County Court House, Salem, Oregon.

EXECUTIVE DIRECTOR. Immediate opportunity to presently exercise your experience in a small family and children's agency away from the tension of city life in a friendly cultural atmosphere close to mountains and lakes in south central Pennsylvania. MSW required in lieu of considerable experience in this field. Program includes adoptions, counseling. Salary range comparable with good agency practice. Reply confidential. Family and Children's Services, Kronenberg Bldg., Carlisle, Pa.

CASEWORKER (woman) for adoption and foster home program of licensed, small, private, nonsectarian agency. Prefer MSW, child welfare training, and/or experience, ability to work with degree of independence. Salary \$5500-\$6500 depending upon experience. Position open now. Ninety miles from D.C.

and Baltimore, and 150 miles from Pittsburgh and Philadelphia. Miss Pauline Kinsinger, Executive Director, The Children's Aid Society of Franklin County, Box 253, Chambersburg, Pa. Colony 3-4159

CASEWORK DIRECTOR: Challenging new position for right person interested in developing treatment program for emotionally disturbed children in a new cottage plan nonsectarian institution for 30 children. Supervise 2 trained workers and carry selected caseload. Excellent personnel practices. Salary \$7100. MSW and 3 years' experience. Write Leroy H. Jones, Executive Director, Sarah A. Reed Children's Home, 2208 Sassafras St., Erie, Pa.

CHALLENGING opportunity for experienced graduate social worker to supervise in agency emphasizing casework with parents and children in protective service, foster home placement, pre-adoption service and counselling to unmarried parents. Psychiatric consultation. Sound personnel practices; training agency for U. of Pa. School of Social Work. Retirement and major medical insurance. Appointment within scale \$5500-\$6500 according to experience. Contact Miss Mary Lee Schuster, Northampton County Children's Aid Society, 334 Bushkill St., Easton, Pa.

CASEWORKER in progressive child welfare agency emphasizing casework with parents and children in protective service, foster home placement, pre-adoption service and counselling to unmarried parents. MSW required, psychiatric consultation. Sound personnel practices. Retirement and major medical insurance. Appointment within scale \$5000-\$6500 according to experience. Contact Miss Mary Lee Schuster, Northampton County Children's Aid Society, 334 Bushkill St., Easton, Pa.

CASEWORKER (female) with MSW, work with children mostly teenagers in home for emotionally disturbed children who can attend public school. Individualized living program is geared to preparing child for independent living in community or return home. Program is flexible and realistic. Supervision, psychological testing and psychiatric consultation available. Salary open. Write Leonard Yaffe, Children's Home of Easton, 25th St., and Lehigh Drive, Easton, Pa.

CASEWORKERS: In multiple-function agency, member FSA and CWLA. Flexible assignment; need 1 experienced worker for expanding service to unmarried mothers. Other vacancies. MSW required for permanent employment. Salary open, in line with current ranges. Social Security and retirement benefits. Beautiful Pa. Dutch country. Air-conditioned offices in new community building. Rollo A. Barnes, Executive Director, Family and Children's Service, 129 East Orange St., Lancaster, Pa.

CASEWORKER: Male or female, MSW, for new, additional staff position in vigorous, growing agency. Case load can include varied range of family and children's problems and opportunity to exercise initiative. Regular, excellent psychiatric consultation. Emphasis on pioneering in new methods within a multiple-function agency, well accepted by community. Good supervision, progressive personnel, retirement practices. Blue Cross, Blue Shield available. New attractive offices. Salary scale \$4600-\$6800. Can appoint above minimum depending on qualifications. Pleasant small community in Pennsylvania Dutch country. Write Miss Evalyn M. Strickler, Executive Secretary, Family and Children's Service, 937 Willow St., Lebanon, Pa.

CHILD WELFARE WORKER. The Union County Commissioners are accepting applications for a qualified worker for child welfare service. Please apply to the office of the County Commissioners, County Court House, Lewisburg, Pa.

PSYCHIATRIC SOCIAL WORKER. Dynamic psychiatric division of general hospital, position in children's and adolescents' psychiatric clinic, member AAPCC, collaborative practice intake and treatment, group therapy programs and family therapy available as well as other creative practices, some research programs under way, field training for social worker students, requirements: MA in social work, 2 years' experience in psychiatric setting or with psychiatric consultation. Salary range \$7053-\$7382. Contact Mr. J. E. Jungreis, Chief Psychiatric Social Worker, Philadelphia General Hospital, 34th St. and Curie Ave., Phila. 4, Pa.

CASEWORKERS (2) MSW either experienced or inexperienced for private children's agency offering foster home placement for disturbed children, adoption, and counseling services. Intensive treatment, psychiatric consultation, etc. Beginning salary to \$7500, depending upon experience. Charles Leopold, Children's Service Society of Wisconsin, 610 N. Jackson St., Milwaukee 2, Wis.

CASEWORKER: Challenging opportunity for male social worker in developing foster care program for emotionally disturbed children. Opportunity for intensive casework; participation in program development; psychiatric consultation and seminars. Agency services include adoption, foster care counseling with unmarried mothers. Research and training opportunities. Major medical insurance and retirement plan. Salary range \$5000-\$7000. Appointment salary based on experience. MSW required: experience with children preferred. Dr. Elizabeth A. Lawder, Executive Director, Children's Aid Society of Pennsylvania, 311 S. Juniper St., Philadelphia 7, Pa.

CASEWORKER: For regional adoption Service. Children's agency offering counseling to unmarried mothers, foster care, and adoption services. Excellent supervision, psychiatric consultation and seminars, research program, student training program. Major medical insurance and retirement plan. Required: MSW. Salary \$5000-\$7000; appointment salary based on experience. Dr. Elizabeth A. Lawder, Executive Director, Children's Aid Society of Pennsylvania, 311 S. Juniper St., Philadelphia 7, Pa.

FAMILY CASEWORKER. New project, foundation supported, for providing highly skilled casework service to selected families from ADC caseloads, to demonstrate the effectiveness of intensive, skilled casework service to families. Excellent supervision, psychiatric consultation. Social Security and NHW retirement. MSW and experience required. Salary commensurate with experience. Miss Milo Upjohn, Director, Family Counseling Service, 225 S. 3rd St., Philadelphia 6.

GROUP WORKER—Opportunity open to experienced, skilled group worker capable of assuming major and creative role in development of a group work service to neglectful parents in a children's protective agency. MSW required. Salary commensurate with experience. Apply to Director of Casework, 415 S. 15th St., Philadelphia 46, Pa.

OPENINGS FOR CASEWORKERS in agency offering general family counselling service and special services for children and old people. Regular psychiatric consultation, staff study groups on current practice concerns, an integrated research program. Pittsburgh is a good place to live. City redevelopment offers change and challenge. Salary range \$5100-\$8600. Requirement: Master's degree in social work. Write: Mary Ellen Hoffman, Family and Children's Service, 808 House Building, 4 Smithfield St., Pittsburgh 22, Pa.

CASEWORKER: Family and children's agency with multi-service program including adoption and service to unmarried mothers. MSW required. Retirement plan and other fringe benefits. Salary \$4800-\$6500 depending on experience. Jack Lieberman, Jewish Service Agency, 10 North Main Building, Memphis, Tenn.

CASEWORKERS — professionally trained. Qualifications determine salary range—\$5040-\$7464. Write Director, Rev. Dennis Muehe, Catholic Children's Services, 410 Marion Street, Seattle, Washington.

CASEWORK SUPERVISOR for private nonsectarian children's agency giving statewide services in adoption, foster home and institutional care and services to unwed mothers. Challenging, flexible and expanding program. MSW and experience in supervision. Salary related to applicants qualifications. Mrs. C. Paul Heavener, Executive Director, The Children's Home Society of West Virginia, P.O. Box 2942, Charleston 30, W. Va. Telephone Dickens 6-1716.

SUPERVISOR for one or two years. If you have retired or are about to retire, but want to work a year or two in a new location please contact us. Help needed while a staff member receives fur-

ther training. A nonsectarian voluntary agency giving statewide services through adoption foster family care institutional care and unwed mothers. Salary commensurate with experience. Write Mrs. C. Paul Heavener, Executive Director, Children's Home Society of West Virginia, Box 2942, Charleston 30, W. Va.

CASEWORK SUPERVISOR with some supervisory experience. This job offers merit system status and a salary up to \$635, per month, beginning at \$535 or up to \$575, with additional experience. The work consists of the supervision of 3 experienced children's workers. Caseloads are averaging 45-50 children. A limited caseload will be carried by the supervisor after agency experience permits. Contact Paul Hickey, Box 111, Lancaster, Wisc.

DIRECTOR OF SCHOOL—Newly created day school for mentally ill children, in 3rd year of operation, present capacity 12 children, to be expanded to 25. To work with consultant psychiatrist, social workers and teachers. Qualifications; graduate of an accredited school of social work or equivalent in psychology or education. Extensive working experience, with supervisory and administrative ability. Preferably some experience in working with children. Starting salary will depend on qualifications and experience. Apply to: Mrs. Carla Melvyn, Chairman, Child Education Committee, Society for Emotionally Disturbed Children, 834 Richmond Square, Montreal, P. Q. Can.

DIRECTOR OF SERVICES either man or woman in private, nonsectarian agency. Knowledge and specific or related supervisory experience required in foster care of disturbed children, adoptions, planning services to unmarried mothers, and consultation for children in own homes. Interest and participation in program, budget, and general agency planning essential since position has executive assistant classification. Salary open. Charles Leopold, Children's Service Society of Wisconsin, 610 N. Jackson St., Milwaukee 2, Wis.

Changes in League Staff

Edna Hughes, who has been the League's consultant on public welfare, has left the staff to join Laurin Hyde Associates, New York City, where she will be a consultant with special responsibilities for the child welfare aspects of their studies and consultations. While the League and the many agencies with which Miss Hughes has worked over the past five and a half years regret that she will no longer be a member of the League staff, we look forward to continuing an association with her in her new position.

Benson Jaffee has joined the staff of the League as a research associate. He will be associated with a follow-up study of adults who were adopted through four New York City agencies some twenty-one to thirty years ago. The study is supported by the Mildred E. Bobb Fund and is being directed by Dr. David Fanshel, the League's director of research. Mr. Jaffee received his master's degree from the School of Social Welfare of the University of Michigan. Prior to coming to the League, Mr. Jaffee was a research associate with the Health and Welfare Association in Pittsburgh, Pennsylvania for seven years.

SOME RECENT PUBLICATIONS*

The Psychoanalytic Study of the Child, Volume XV, International Universities Press, NYC, 1960. 481 pp. \$8.50.

Residential Treatment for the Disturbed Child, Herschel Alt, International Universities Press, NYC, 1961. 437 pp. \$7.50. Basic principles in planning and design of programs and facilities.

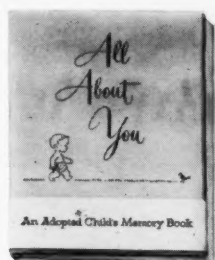
Salaries and Related Personnel Practices in Voluntary Social and Health Agencies in New York City: September 1960, The Community Council of Greater New York, 1961. 56 pp. \$1.50.

Study of Staff Losses in Child Welfare and Family Service Agencies, William B. Tollen, Children's Bureau Publication No. 383—1960, U. S. Government Printing Office, Washington, D. C. 193 pp. 55 cents.

* Available on loan from League's library.

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SALARY STUDY—1960

Compiled and prepared by

HELEN FRADKIN, DIRECTOR, INFORMATION SERVICE, CWLA.

A report on current salaries in League member agencies — voluntary, day care, and local public — for professional staff, statisticians and office managers, and child care staff in institutional programs. In a series of tables, salary distributions for each job category are given on a nationwide basis, and some by region and size of agency staff. Current salaries are also compared with those reported in the League's 1958 study. From these data a number of interesting patterns and trends in child welfare salaries emerge. *Am-19 56 pages, including 41 tables \$1.25*

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